**Appendix A**

**Congruence of Nursing Program Mission, Program Goals, and Expected Student Outcomes with the University Mission and Goals**

|  | **Trinity Washington University** | **Nursing Program** |
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| **Mission** | Trinity is a comprehensive institution offering a broad range of educational programs that prepare students across the lifespan for the intellectual, ethical and spiritual dimensions of contemporary work, civic and family life. | The mission of the Nursing Program is to prepare professional nurses to practice from a holistic, caring framework in the delivery of safe, competent care. The Program is committed to creating an environment for learning which respects, nurtures, and celebrates social justice and cultural diversity among students, faculty, and staff. Support is provided for high quality nursing educational opportunities for individuals who are underrepresented among nurses.  Flexible educational tracks contribute to making the Nursing Program more accessible to the working adult learner.  The Nursing Program is committed to providing the local community with graduates who will be able to help alleviate nurse workforce shortages, especially among the underserved vulnerable populations. Preparing students with the values and goals of higher learning and a foundation of education in the liberal arts and sciences is also an important goal of the Program. In addition, the Nursing Program faculty support the University’s mission of preparing students across the lifespan for the intellectual, ethical, and spiritual dimensions of contemporary work, civic, and family life. |
| **Goals** | Trinity's core mission values and characteristics emphasize:  **Commitment to the Education of Women** in a particular way through the design and pedagogy of the historic undergraduate women's college, and by advancing principles of equity, justice and honor in the education of women and men in all other programs  **Foundation for Learning in the Liberal Arts** through the curriculum design in all undergraduate degree programs and through emphasis on the knowledge, skills and values of liberal learning in all graduate and professional programs  **Integration of Liberal Learning with Professional Preparation** through applied and experiential learning opportunities in all programs  **Grounding in the mission of the Sisters of Notre Dame de Namur** and the Catholic tradition, welcoming persons of all faiths, in order to achieve the larger purposes of learning in the human search for meaning and fulfillment | Nursing Program goals:   1. Promote academic excellence in the teaching and scholarly activities of our faculty 2. Provide for a positive, nurturing, and caring educational environment that fosters independent learning, critical thinking, self-reflection, and the desire for continuing personal and professional growth 3. Promote interactions and partnerships with our surrounding health care agencies and communities in the Washington DC Metropolitan area 4. Build educational offerings and tracks that meet the evolving needs of the local students and health care communities 5. Provide for innovative, supportive, high quality, and accessible academic programs 6. Extend faculty expertise and interest through service to communities and professional organizations 7. Promote and support diversity within the student population and university staff and faculty |
| **Philosophy** |  | Nursing is a discipline of knowledge and a field of professional practice grounded in caring. A professional caring nurse demonstrates qualities of altruism, autonomy, human dignity, integrity, and social justice. Nurses participate with members of other disciplines to advance human understanding to enhance personal and societal living within a global environment. The well-being and wholeness of persons, families, groups, communities, and populations are nurtured through caring relationships. The nature of being human is to be caring. Person is viewed as a unique individual dynamically interconnected with others and the environment in caring relationships.  Professional caring nurses take into consideration not only their clients’ disease processes, but also their clients’ personal values and illness experiences. They engage in care of themselves in order to care for others. Caring nurses reflect on their own beliefs, attitudes, and values as they relate to issues that impact professional practice, such as vulnerable populations, unethical practices, and diversity in a multicultural healthcare environment.  A supportive environment for learning is a caring environment, in which all aspects of the human person are respected, nurtured, and celebrated. Within this learning environment, collegial relationships with faculty and students are fostered. Nursing education prepares the baccalaureate generalist graduate to practice within a holistic, caring framework. Holistic nursing care recognizes the need to address the mind, body, and spirit, as well as emotions. These fundamental beliefs concerning caring express the values and guide the professional practices and teaching of the Faculty. |
| **Curricular Threads** |  | Curricular threads for the BSN program that are emphasized in every nursing course are:   1. Caring 2. Evidence-Based Practice 3. Critical Thinking 4. Diversity 5. Information Technology Systems 6. Safe and Competent Patient Care   The curricular threads are derived from the AACN Essentials document and serve to help with the design of the courses and as a framework for program evaluation. |

**Appendix B**

**Expected Learning Outcomes of Nursing Students**

**Expected Student Outcomes of Trinity Washington University Students:** Trinity expects its students to develop into transformative leaders and engaged citizens equipped with the intellectual perspective and ecumenical knowledge of liberal learning.

Hallmarks of a Trinity education are a graduate’s ability to think critically, to write and speak clearly, to make ethical judgments, to know the context of history and literature, and to understand the fundamental economic and political forces affecting the psychology of whole peoples.

| **Expected Student Outcomes** | **AACN Essentials of Baccalaureate Education (2008)** | **American Nurses Association Code of Ethics for Nurses** | **District of Columbia Municipal Regulations for Nursing Schools** |
| --- | --- | --- | --- |
| 1. Value and integrate knowledge from the liberal arts and sciences as a means of making nursing judgments and understanding the human experience | Essential I: Liberal Education for Baccalaureate Generalist Nursing practice |  | The curriculum shall include didactic instruction in:  Anatomy and physiology  Chemistry  Microbiology  Mathematics  Nutrition and diet therapy  Pathophysiology  Social and behavioral sciences  The humanities |
| 1. Apply critical thinking in the nursing process using research-based knowledge and evidence based health care to individuals, families, groups, communities, and populations | Essential III: Scholarship for Evidence-Based Practice |  | Nursing research and its applications to nursing  Statistics |
| 1. Demonstrate professionalism as evidenced by self-reflection and applying values that epitomize caring: altruism, autonomy, human dignity, integrity, and social justice | Essential VIII: Professionalism and Professional Values | The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems. |  |
| 1. Provide quality health care within a framework of competent, moral, ethical, safe, and legal practices | Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety | The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal professional growth.  The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient. | Ethics  Legal aspects of nursing |
| 1. Perform technical skills competently which includes the use of computers, patient care technologies, and information management systems | Essential IV: Information Management and Application of Patient Care Technology |  | Knowledge of emerging technologies |
| 1. Deliver safe, competent, humanistic care that respects a client’s cultural, spiritual, ethnic, gender, and sexual orientation diversity within the practice of an increasing global, multicultural environmental | Essential IX: Baccalaureate Generalist Nursing Practice |  | Cultural diversity |
| 1. Evidence a beginning understanding of complementary and alternative modalities and their role in health care | Essential IX: Baccalaureate Generalist Nursing Practice |  |  |
| 1. Apply knowledge of health promotion, risk reduction, disease and injury prevention, and illness and disease management throughout the lifespan from the individual through the population levels. | Essential VII: Clinical Prevention and Population Health |  | Attainment, maintenance, and prevention of illness throughout the lifespan of individuals and groups  Pharmacology  Adult health nursing  Maternal and newborn health  Pediatric nursing  Psychiatric and mental health nursing  Long-term care  Geriatrics  Community or public health nursing |
| 1. Communicate, collaborate, and utilize concepts of group dynamics in order to provide for safe, high quality patient care as a member of the health care team. | Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes |  | Interpersonal relations  Group dynamics |
| 1. Demonstrate basic knowledge of nursing history, contemporary issues, healthcare policy, finance, and regulatory environments that impact quality improvement, nursing, healthcare costs, and healthcare delivery. | Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety  Essential V: Healthcare Policy, Finance, and Regulatory Environments | The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action. | Nursing history and trends  Healthcare economics and policy |
| 1. Deliver nursing care as a provider, patient advocate, educator, and counselor within a holistic, caring framework in the assessment, planning, implementing, and evaluating of outcomes of patient are. | Roles for the Baccalaureate Generalist Nurse – providers of direct and indirect care | The nurse’s primary commitment is to the patient, whether an individual, family, group, or community. | Education and counseling for patients and their families  Theory and application f the nursing process |
| 1. Discuss the nurse’s role and participation in emergency nursing situations, environmental disasters, and bioterrorism | Essential IX: Baccalaureate Generalist Nursing Practice |  |  |
| 1. Perform as a designer/coordinator/manager of care through leading, collaborating, delegating, negotiating, and evaluating within interdisciplinary systems. | Roles for the Baccalaureate Generalist Nurse – designers, coordinators, and managers of care | The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care. | Nursing leadership |
| 1. Articulate his/her professional identity as a member of the nursing profession in the role of advocate for the profession and respect for lifelong learning and advancement of the profession | Roles for the Baccalaureate Generalist Nurse – members of the profession and in this role are advocates for the patient and the profession | The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.  The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal professional growth. | Professional responsibilities |
| 1. Discuss the role of the nurse in collaboration with other health professionals and the public in the promotion of community, national, and international efforts to meet society’s health needs and shape social policy. | Roles for the Baccalaureate Generalist Nurse- members of the profession and advocates | The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.  The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs. |  |

**Appendix C**

**Exemplars of Congruence between Baccalaureate Expected Learning Outcomes, Pre-Licensure BSN Courses, Course Objectives, Performance Indicators, Assessment Results, and Use of Assessment Data**

| **Expected Learning Outcomes** | **Exemplars of Pre-Licensure BSN Courses** | **Exemplars of Course Objectives** | **Performance Indicator (Measure/Criterion)** | **Assessment Results/Findings** | **Use of Assessment Data to Improve Student Learning** |
| --- | --- | --- | --- | --- | --- |
| Value and integrate knowledge from the liberal arts and sciences as a means of making nursing judgments and understanding the human experience | HPNU 210 Pathophysiology  HPNU Pharmacology | Discuss pathophysiological changes in body systems and their relationship to symptoms developed by the client | Test of Essential Academic Skills (TEAS) V taken as nursing admissions entrance test.  Expected student outcome benchmark is : 100% of students will demonstrate a level of Proficient on the ATI academic preparedness category with an individual total score ≥ 58.7%.  0% of students will evidence a score of ‹41.3% (Developmental level) in reading, math, science, or English and language usage  End of course individual ATI Nursing Content mastery Series tests.  100% of students will score ≥ Proficiency Level II on pathophysiology content | TEAS V results are shown in Table 1.  Approximately 80% of our students are scoring at Proficiency Level II or higher on the content mastery tests.  Data collected since 2008 shows a gradual improvement  Students are not scoring well on pharmacology test questions. The graduating seniors had a group score of 53.6% as compared with the national score for BSN programs of 57%. | Pharmacology course has been moved from being a nursing prerequisite to a first semester junior year required nursing course, brining the material closer to the medical-surgical nursing courses. Math and reading proficiency levels are being examined for the need for pre-requisite course changes. |
| Apply critical thinking in the nursing process using research-based knowledge and evidence based health care to individuals, families, groups, communities, and populations | NURS 330 Introduction to Nursing Research and Evidence- Based Practice  NURS 410 Leadership and Management of Health Care  NURS 361 Medical-Surgical Nursing II | Demonstrate a comprehension of the roles and responsibilities of the professional nurse in relation to participation in research and implementation of research findings.  Critically appraise a quantitative research study  Understand the use of tools such as change theory, quality improvement, risk management, and evidence-based practice on health care management  Examine research issues related to health concerns of adolescents and young adults | Written analysis of quantitative research study  Expected benchmark: 80% of students will score ≥85 points out of a possible 100 on their research study analysis.  analyses.  ATI Clinical Judgment/Critical Thinking in Nursing assessment portion of the RN Comprehensive Predictor test.  Expected student outcome benchmark is: Group composite scores will be ≥ 66% which is equivalent to ≥ 84% predicted probability of passing the NCLEX-RN®  These questions test foundational thinking, clinical judgment, and critical thinking in nursing. | Students are not meeting benchmark criteria and are having difficulty analyzing research studies  The group score for the 7 December 2010 graduates was 64.5%which equates to a Level 2 ATI proficiency level | The research course has been moved from the junior year into the first semester senior year.  The faculty continue to search for ways to integrate critical thinking into the entire curriculum. The senior level course, Complex Nursing, is taught from a case studies approach where students learn to think critically about nursing situations.  The nursing program instituted a mandatory enrollment of students in the ATI testing program. Students are expected to read various nursing situation scenarios and answer questions. Correct answers are provided and this helps to improve their critical thinking and clinical judgment skills. |
| Demonstrate professionalism as evidenced by self-reflection and applying values that epitomize caring: altruism, autonomy, human dignity, integrity, and social justice | NURS 117 Foundations for Nursing Practice  NURS 360C Psychiatric and Mental Health Nursing | Describe the relationship of select nursing theories to clinical practice.  Discuss the American Nurses’ Association Code of Ethics and it’s applicability to the provision of client care  Evaluate principles of cultural and spiritual competency for clients with mental health disorders and their families | Clinical Evaluation Tool  80% of junior students and 100% of senior students will receive a score of excellent on ≥ 4 out of 8 clinical evaluation indicators on the clinical evaluation tool.  Employer Satisfaction Survey  Expected student outcome benchmark: 90% of employers will score ≥ 3.5 on a 5-point Likert scale from 1 (very low) to 5 (very high) | All expected student outcome benchmarks for student performance in the hospital and community clinical settings are being met.  Occasional lack of professional behavior is cited among nursing students  The first class of graduates has just passed their nursing board exams and are now seeking employment, so the employer satisfaction survey has not yet been conducted | Faculty have developed a new philosophy of caring as the conceptual foundation of the nursing program. The course overviews and objectives are currently being modified to include this philosophy and the new curriculum threads.  Caring discussions are being introduced into clinical post-conferences.  Faculty are searching for strategies, books, and tools to teach and measure caring. |
| Provide quality health care within a framework of competent, moral, ethical, safe, and legal practices | NURS 117 Foundations for Nursing Practice Lab    NURS 491C Senior Clinical Practicum  NURS 410 Leadership and Management of Health Care  NURS 220 Health Promotion, Policy, and Politics | Demonstrate accuracy in the calculation of basic drug dosages.  Analyze ethical theories and principles, including autonomy, beneficence, fidelity, and respect for others  Apply knowledge, skills, values, meanings, and experiences acquired from previous and current course work in caring for clients in an acute, chronic or rehabilitative clinical setting.  In work situations apply an ethical decision-making framework that incorporates moral concepts, professional ethics, and law and respects diverse values and beliefs.  Examine nurse practice acts and determine the legal differences and responsibilities of ARNP, RN, LPN, and CNAs | Medication Math test  100% of junior students will receive a passing score of ≥ 95% on the first testing of their medication math test  Clinical Evaluation Tool  100% of graduating senior students enrolled in the senior clinical practicum will receive a score of excellent on ≥ 6 out of 8 clinical evaluation indicators on the clinical evaluation tool.  Clinical Evaluation Tool  Expected student outcome benchmark: 80% of junior students and 100% of senior students will receive a score of excellent on ≥ 4 out of 8 clinical evaluation indicators on the clinical evaluation tool. | 100% of junior students passed math test, but only by the second time, after tutoring. Only 70% of them passed on the first time.  All expected student outcome benchmarks for student performance in the hospital and community clinical settings are being met. | Medication math tutoring and remediation is needed; although much progress has been made. Medication math tests will continue to be administered throughout the clinical lecture courses. Proposal for math review workshop to be held in the summer. Proposal for a new math course for nursing students will be made. The NCLEX review course will continue to have weekly medication math tests.  The Nursing program continues to look for new clinical settings and to arrange partnerships with hospitals. |
| Perform technical skills competently which includes the use of computers, patient care technologies, and information management systems | NURS 410 Leadership and Management of Health Care  NURS 417L Comprehensive Nursing Skills | Discuss the role of technology in leading and managing nursing care.  Demonstrate competency in selected intermediate or advanced nursing technologies with simulated clients | Clinical Evaluation Tool  80% of students will receive a score of excellent on 85% of their clinical evaluation indicators on the clinical evaluation tool. | All expected student outcome benchmarks for student performance in the hospital and community clinical settings are being met | Students are performing very well in the clinical settings and laboratory. We have purchased more lab simulators. faculty are now researching ways to obtain grants and partnerships for advanced simulation labs. |
| Deliver safe, competent, humanistic care that respects a client’s cultural, spiritual, ethnic, gender, and sexual orientation diversity within the practice of an increasing global, multicultural environmental. | NURS 410 Leadership and Management of Health Care | Use concepts and principles of culture, cultural diversity, and cultural sensitivity in leading and managing situations | Clinical Evaluation Tool  80% of students will receive a score of excellent on 85% of their clinical evaluation indicators on the clinical evaluation tool. | All expected student outcome benchmarks for student performance in the hospital and community clinical settings are being met | Diversity has been added to the curriculum as a curricular thread that has been integrated in every course and every course syllabus |
| Evidence a beginning understanding of complementary and alternative modalities and their role in health care | NURS 360 Psychiatric and Mental Health Nursing  NURS 420 Community and Public Health Nursing | Use the nursing process to develop and evaluate a plan of care for the adult client with psychiatric disorders.  Discuss the concepts of culture and cultural health care systems, diversity, ethnicity, and their influence on health beliefs and behaviors. | Community Windshield Survey  Expected student outcome benchmark: ≥80% of student groups will score ≥ 85 points out of 100 possible points on their group project presentation.  ≥80% of students will score ≥4 on a 5-point Likert scale on their peer evaluation group grade for their community Windshield Survey group presentation | Expected student outcome benchmarks for the community course are being attained. | Course professors are continuing to search for ways to teach complementary and alternative modalities of health care. Certainly the Community Health care course addresses this topic, but other courses, such as pharmacology will need to be revised to integrate these topics. |
| Apply knowledge of health promotion, risk reduction, disease and injury prevention, and illness and disease management | NURS 262 Introduction to Health Assessment  NURS 220 Health Promotion, Policy, and Politics  NURS 361 Medical-Surgical Nursing II | Demonstrate health assessment skills of the whole person, including developmental tasks and health promotion for all age groups, cultural assessment, nutritional assessment, interviewing, and complete health history gathering, and mental status assessment  Discuss the link between health promotion, health policy, and health outcomes  Incorporate the knowledge, skills, values, meanings, and experiences acquired from previous and current course work to explore the biological, psychological and developmental health alterations of adolescence and young adults | Group presentation on health promotion and patient education  Expected student outcome benchmark: ≥80% of student groups will score ≥ 65 points out of 75 possible points on their group project presentation.  ≥80% of students will score ≥4 on a 5-point Likert scale on their peer group score for their group presentation  End of course individual ATI Nursing Content mastery Series tests.  100% of students will score ≥ Proficiency Level II | Approximately 80% of our students are scoring at Proficiency Level II or higher on the ATI content mastery tests.  Data collected since 2008 shows a gradual improvement | Test anxiety is a major factor contributing to reduced scores on tests. The ATI program is helping by providing on-going practice testing sessions on nursing topics  Weekly quizzes are being integrated into nursing courses  ATI style and NCLEX RN style test questions are being incorporated into testing |
| Communicate, collaborate, and utilize concepts of group dynamics in order to provide for safe, high quality patient care as a member of the health care team. | NURS 360 Psychiatric and Mental Health Nursing  NURS 410 Leadership and Management in Nursing  NURS 220 Health Promotion, Policy, and Politics | Discuss principles of group process and group dynamics for interacting with clients with behavioral disorders and their families.  Identify principles of therapeutic communication.  Describe ways to lead and manage more effectively by communication and partnering in a caring manner with others, whether they are colleagues, patients, patient’s family members, or suppliers.  Discuss the role of the professional nurse in health care promotion, policy, and politics and demonstrate ways to become active in these roles. | NURS 360 Group project classroom presentation  Expected student outcome benchmark: ≥80% of student groups will score ≥ 85 points out of 100 possible points on their group project presentation.  ≥80% of students will score ≥4 on a 5-point Likert scale on their peer group score for their group presentation  NURS 410 Power point presentation: Communication in the workplace  Expected student outcome benchmark: ≥80% of student groups will score ≥ 85 points out of 100 possible points on their power point presentation.  NURS 220 Community Health Promotion/Policy Presentation.  Expected student outcome benchmark: ≥ 80% of students will score 24 or more points of a total 28 possible points on the Individual Student Group Participation Grading Rubric | Group projects are meeting expected student outcome benchmarks. There have been occasionally interventions by faculty in facilitating the group process for dysfunctional groups.  Expected student outcomes are being attained on the power point and community health presentations. | Students need to continue to experience and learn about the very important process of group dynamics. Group work will continue to be implemented in the nursing curriculum.  The Nursing Program is starting a Student Nurses Association chapter whereby students will learn how to function in groups, communicate, and participate in governance.  Several of the older students, especially in the RN-BSN program, are having to be taught power point presentation skills. |
| Demonstrate basic knowledge of nursing history, contemporary issues, healthcare policy, finance, and regulatory environments that impact quality improvement, nursing, healthcare costs, and healthcare delivery. | NURS 220 Health Promotion, Policy, and Politics | Discuss the link between health promotion, health policy, and health outcomes.  Demonstrate basic knowledge of healthcare policy, finance, and global healthcare trends.  Identify the economic, legal, regulatory processes and political factors that influence professional nursing practice and health care delivery. | Congressional/DC Council Legislative Hearing synopsis: Health Policy Individual Progress Report on Group Project Health Policy Issue/Option Group Project, Opinion-Editorial to a Newspaper, Oral Persuasive Presentation, Mock Meeting  Expected student outcome benchmark: 100% of students will attend a legislative hearing and receive a score of 85% or better on their reports. | All graduates of the nursing program have been able to attend a legislative hearing. Being located in the nation’s capital has enable students to have this opportunity. | Plans are being made by the faculty to increase the exposure of students to legislative hearings on Capitol Hill and to participate in events such as National Nurses Week. |
| Deliver nursing care as a provider, patient advocate, educator, and counselor within a holistic, caring framework in the assessment, planning, implementing, and evaluating of outcomes of patient care. | NURS 362 Advanced Health Assessment  NURS 361 Medical-Surgical Nursing II  NURS 117 Foundations for Nursing Practice  NURS 350 Medical-Surgical Nursing I | Demonstrate health history methods and interview techniques for clinical assessment  Use critical decision-making and the nursing process to explore contemporary health concerns of adolescents and young adults.  Utilize the nursing process to develop, initiate, implement and evaluate a plan of care for an individual client in an in-patient clinical setting.  Use the nursing process to develop and evaluate a plan of care for the adult client with medical and/or surgical disorders | ATI individual test scores on RN Comprehensive Predictor for each student (test taken at the end of nursing program).  Expected student outcome benchmark is ≥ 66% Individual core (which equates to 84%-88% predicted probability of passing the NCLEX-RN®)  Clinical care plans required for hospital clinicals  Expected student outcome benchmark: ≥ 80% of student clinical groups will score ≥85 points out of 100 possible points on their clinical care plans  Pre-licensure BSN Student Employment Rates upon Graduation (6 months post-graduation)  6-months post-graduation alumni survey  Expected student outcome benchmark: ≥90% employment, except for students attending graduate school  DC BON quarterly and annual reports.  Expected student outcomes benchmark is ≥ the national first time pass rate (88%) on NCLEX-RN® | 7 students took the RN Comprehensive Predictor and results are listed in Table 2.  Expected student outcome benchmarks were met for the clinical care plans  Employment rates have not yet been collected for the new graduates    6 of our 7 graduates of 12/2010 have taken the NCLEX-RN and 100% of those students passed. The first time pass rate is 85%. | The NCLEX Review course greatly helped to improve the test-taking skills of the graduating seniors. The course will continue to meet weekly and base its content on the ATI testing program.  The post-graduation employment rates have not yet been collected. Most of the new graduates have not settled into jobs. Career counseling is needed in the Nursing Program and this may become a role of the new Nursing Student Association. |
| Discuss the nurse’s role and participation in emergency nursing situations, environmental disasters, and bioterrorism | NURS 462 Complex Nursing | Identify appropriate priorities to manage multiple acute and chronic health and emotional needs of the patient with complex needs | Performance on Case studies on emergency nursing | Students are presenting individual case studies on emergency nursing care and meeting expected benchmarks | This data indicates a need to continue to provide students with the opportunity to develop emergency nursing skills |
| Perform as a designer/coordinator/manager of care through leading, collaborating, delegating, negotiating, and evaluating within interdisciplinary systems. | NURS 410 Leadership and Management of Health Care | Demonstrate the ability to integrate knowledge of leadership and management concepts in professional nursing practice while demonstrating accountability for one’s own practice | Written paper on interview with a nurse leader.  Expected student outcome benchmark: ≥ 80% of students in class will score ≥ 85 points out of 100 possible points on their written paper | Expected student outcome benchmarks on the interview with a nurse leader were attained. | Student representatives on the Committee on Students and also student governance via a Student Nurses Association has begun. |
| Articulate his/her professional identity as a member of the nursing profession in the role of advocate for the profession and respect for lifelong learning and advancement of the profession | NURS 410 Leadership and Management of Health Care  NURS 491C Senior Clinical Practicum | Describe ways to lead and manage more effectively by communication and partnering in a caring manner with others, whether they are colleagues, patients, patient’s family members, or suppliers.  Demonstrate professional accountability and the ability to incorporate the values of the nursing profession in practice | Written paper on motivating and developing staff.  Expected student outcome benchmark: ≥ 80% of students in class will score ≥ 85 points out of 100 possible points on their written paper  Contribution of the nursing students and graduates to the needs of the Community of Interest  Advisory Committee Questionnaire  Expected student outcome benchmark: ≥ 90% of Advisory Committee members express satisfaction with student performance in the Community of Interest | Expected student outcome benchmarks on the paper on motivating and developing staff was attained  The Advisory Committee has not yet met. | This leadership course is being continually developed and will have more of an opportunity for on-line forum discussion for students.  An Advisory Committee meeting is being planned for June, 2011. Members of the committee will come from those agencies with whom we have clinical affiliation agreements and also prominent health professions in the DC community. |
| Discuss the role of the nurse in collaboration with other health professionals and the public in the promotion of community, national, and international efforts to meet society’s health needs and shape social policy. | NURS 420 Community and Public Health Nursing | Identify global health issues in the 21st century.  Interpret basic epidemiological, demographic, and statistical measures of community health | Community Windshield Survey  Expected student outcome benchmark: ≥80% of student groups will score ≥ 85 points out of 100 possible points on their group project presentation.  ≥80% of students will score ≥4 on a 5-point Likert scale on their peer evaluation group grade for their community Windshield Survey group presentation | Expected student outcomes benchmarks were attained on the Community Windshield Survey. |  |

**Appendix D**

**Exemplars of Congruence Between Selected Baccalaureate Expected Learning Outcomes, RN - BSN Courses, Course Objectives, Performance Indicators, Assessment results, and Use of Assessment Data**

| **Expected Learning Outcomes** | **Exemplars of RN-BSN Courses** | **Exemplars of Course Objectives** | **Performance Indicator (Measure/Criterion)** | **Assessment Results/Findings** | **Use of Assessment Data to Improve Student Learning** |
| --- | --- | --- | --- | --- | --- |
| Apply critical thinking in the nursing process using research-based knowledge and evidence based health care to individuals, families, groups, communities, and populations | NURS 325 Contemporary Issues in Nursing and Health Care  NURS 490 RN Capstone | Determine the value of evidence-based practice for the profession and for patient outcomes  Apply critical thinking tactics (tracking, assessing, and cultivating thinking to improve competency-based strategies) to five competencies: patient-centered care, interdisciplinary teamwork, evidence-based practice, informatics, and quality improvement | ATI Critical Thinking entrance and Exit Tests.  Group composite scores will be ≥ 85th percentile level  Evidence-based practice class presentation. The Expected student outcome benchmark will be that 80% of students will score ≥ 85 out of a possible100 points on their evidence-based practice class presentation | The results of the RN critical thinking skills are listed in Table 3. | Faculty will need to examine methods of adding nursing situation case studies to the end of their lectures and help the students to think through the case studies using critical thinking. More appropriate textbooks will also be sought. |
| Demonstrate professionalism as evidenced by self-reflection and applying values that epitomize caring: altruism, autonomy, human dignity, integrity, and social justice | NURS 490 RN Capstone | Articulate own nursing philosophy as a theoretical framework for nursing research and professional practice  Discuss caring and other nursing theories that guide humanistic nursing practice | NURS 490 Classroom presentation of personal conceptual nursing framework.  Expected outcome benchmark is that 80% of students will score ≥ 85 out of a possible100 points on their classroom personal conceptual framework | Expected outcome benchmark was attained | This presentation of a student’s own conceptual framework of nursing practice has become a role-playing scenario and has provided RN-BSN students the opportunity to prepare and answer questions posed by a group. The faculty have continue to work on ways that students can improve their communication skills. |
| Provide quality health care within a framework of competent, moral, ethical, safe, and legal practices | NURS 325 Contemporary Issues in Nursing and Health Care | Demonstrate a comprehension of ethical issues related to research  Analyze ethical theories and principles, including autonomy, beneficence, fidelity, and respect for others.  In work situations apply an ethical decision-making framework that incorporates moral concepts, professional ethics, and law and respects diverse values and beliefs.  Examine nurse practice acts and determine the legal differences and responsibilities of ARNP, RN, LPN, and CNAs  Understand and prize nursing’s values, standards, and ethics | New course is just being developed |  | This course will provide a forum for RN-BSN students to learn how to articulate their stands on contemporary issue in nursing . |
| Perform technical skills competently which includes the use of computers, patient care technologies, and information management systems | URS 325 Contemporary Issues in Nursing and Health Care  NURS 490 RN Capstone | Discuss the implications for differentiated practice on new roles in the community, such as palliative care nursing, forensic nursing, nursing informatics, and telehealth nursing.  Use technologies to search pertinent databases, screen and interpret results, and retrieve electronic resources in the application of the scholarship of writing  Utilize appropriate principles of teaching and learning and a minimum of one form of electronic media in implementing a professional class presentation | New course is just being developed  NURS 490 Classroom power point teaching presentation.  Expected outcome benchmark is that 80% of students will score ≥ 85 out of a possible100 points on their classroom teaching presentation | Results of Expected outcome benchmark was that 70% of students scored ≥85 out of a possible 100 points on their power point classroom teaching presentation | This course will provide a forum for RN-BSN students to learn how to articulate their views on contemporary issues in nursing .  RN-BSN students need much more teaching and computer practice learning how to construct professional power point presentations. The in-class practice time will be added to the RN Capstone course. |
| Deliver safe, competent, humanistic care that respects a client’s cultural, spiritual, ethnic, gender, and sexual orientation diversity within the practice of an increasing global, multicultural environmental. | NURS 310 RN Advanced Health Assessment  NURS 415 Pharmacology and Complementary/Alternative Therapies | Demonstrate health assessment of the whole person, including developmental tasks and health promotion for all age groups, cultural assessment, nutritional assessment, interviewing and complete history gathering, and mental status assessment | Head-To-Toe assessment  Expected student outcome benchmark: 100% of students will score ≥ 90 points out of 100 possible points on their head-to-toe assessment | 100% of students met expected benchmark | A new course has been introduced into the RN-BSN curriculum that examines multicultural practices…Pharmacology and complementary/alternative therapies  Diversity has been added to the curriculum as a curricular thread that has been integrated in every course and every course syllabus |
| Evidence a beginning understanding of complementary and alternative modalities and their role in health care | NURS 415 Pharmacology and Complementary/Alternative Therapies | Specify various complementary and alternative therapies used by diverse cultures in caring and healing |  | RN-BSN students have a limited understanding of complementary and alternative modalities and their role in health care. This concept is listed as an essential component for BSN curriculums by the AACN | A new course has been added to the RN-BSN program, Phamacology and Complementary/Alternative Therapies |
| Communicate, collaborate, and utilize concepts of group dynamics in order to provide for safe, high quality patient care as a member of the health care team. | NURS 325 Contemporary Issues in Nursing and Health Care  NURS 490 RN Capstone | Evaluate the challenge of creating and maintaining a healthy work environment within the health care delivery system  Write a portfolio summary which reflects the student's achievements in the areas of critical thinking, writing and speaking, and theory-based nursing interventions. | Portfolio: The portfolio contains a reflective summary and samples of student papers that show the learning that has occurred in selected areas such as critical thinking, writing and speaking, and theory-based nursing interventions.  Expected student outcome benchmark: 80% of students will score ≥ 4 on a 5-point Likert scale measuring improvement |  |  |
| Demonstrate basic knowledge of nursing history, contemporary issues, healthcare policy, finance, and regulatory environments that impact quality improvement, nursing, healthcare costs, and healthcare delivery. | NURS 325 Contemporary Issues in Nursing and Health Care | Discuss the evolution of professional nursing and the contributions of early nurse leaders  Develop an appreciation for the history of nursing | Student Moodle discussions on contemporary issues. Expected student outcomes benchmark will be that ≥ 80% of students will score ≥ 85 points out of a possible 100 points on each of their Moodle posts. | This is a new course that is currently being developed. | Due to the many changes in the healthcare system that apply to the RN-BSN student, a new course is being developed to discuss contemporary issue and prepare RNs for leadership roles. |
| Deliver nursing care as a provider, patient advocate, educator, and counselor within a holistic, caring framework in the assessment, planning, implementing, and evaluating of outcomes of patient care. | NURS 310 Advanced Health Assessment    NURS 430 Emergency Nursing and Illness Prevention | Demonstrate health history methods and interview techniques for clinical assessment  Utilize appropriate principles of teaching and learning and a minimum of one form of electronic media in implementing a professional class presentation  Use critical decision-making and the nursing process to explore contemporary health concerns in the community  Use the nursing process to develop and evaluate a plan of care for the client with emergency disorders | NURS 490 Classroom power point teaching presentation.  Expected outcome benchmark is that 80% of students will score ≥ 85 out of a possible100 points on their classroom teaching presentation  Classroom testing of emergency knowledge on weekly quizzes | RN-BSN students were found to lack updated knowledge of emergency nursing and community diseases in specialty areas other than where they were employed. | A new course, Emergency Nursing and Illness Prevention, was designed to improve the knowledge base of the RN-BSN students who have been in clinical practice and yet are not current on diseases and illness prevention seen in community and emergency situations. |
| Discuss the nurse’s role and participation in emergency nursing situations, environmental disasters, and bioterrorism | NURS 430 Emergency Nursing and Illness Prevention | Discuss the multiple roles in a disaster response from providing patient care to victims of disaster, understanding the use of incident command systems (ICS) and the **National Incident Management System (NIMS),** to handling mental health problems of victims and their families | Classroom testing of emergency knowledge on weekly quizzes | RN-BSN students were found to lack updated knowledge of pharmacology in specialty areas other than where they were employed. | A new course has been introduced to the RN-BSN program, Emergency Nursing and Illness Prevention which meets the new AACN curriculum requirements to integrate emergency and disaster nursing into the BSN curriculum  A new course, Pharmacology and Complementary/Alternative Therapies is being started in the Fall, 2011, for the RN-BSN students in order to update their pharmacology knowledge. |
| Articulate his/her professional identity as a member of the nursing profession in the role of advocate for the profession and respect for lifelong learning and advancement of the profession | NURS 410 Leadership and Management of Health Care  NURS 490 RN Capstone | Identify specific characteristics of models of shared governance, work place advocacy, and collective bargaining.  Develop personal goals and a nursing conceptual framework for continuing professional development  Develop a personal philosophy of nursing while defining what it means to be a professional | Written paper on motivating and developing staff.  Expected student outcome benchmark: ≥ 80% of students in class will score ≥ 85 points out of 100 possible points on their written paper  NURS 490 Oral Class presentation on personal nursing professional framework  NURS 490 written paper for publication  Expected student outcome benchmark: ≥ 80% of students in class will score ≥ 85 points out of 100 possible points on their written paper for publication | Learning Portfolio: The portfolio contains a reflective summary and samples of student papers that show the learning that has occurred in selected areas such as critical thinking, writing and speaking, and theory-based nursing interventions.  70% of the students I the RN Capstone course scored ≥ 85 points out of a possible 100 points on their written paper for publication.  RN-BSN students need remedial work in understanding APA referencing systems. Those especially for whom English is a second language need more practice with writing and editing written papers. | The concept of a learning portfolio will be integrated into the course objectives of the RN Capstone course in order to demonstrate the student’s progress in writing skills and help the professor to assess needs for improvement in writing skills.  More presentations on APA format will be introduced earlier into the RN-BSN program. More opportunities will be provided for written papers to be edited by professors |
| Discuss the role of the nurse in collaboration with other health professionals and the public in the promotion of community, national, and international efforts to meet society’s health needs and shape social policy. | NURS 325 Contemporary Issues in Nursing and Health Care | Analyze selected health care issues from the social and economic perspectives and the impact on professional practice | This is a new course that has not yet been developed |  | This new course was introduced to prepare RN-BSN students for management and leadership positions by increasing their knowledge in contemporary health issues in society. |

School of Nursing and Health Professions

Nursing Program

Spring, 2011

NURS 350

**CLINICAL CARE PLAN GRADING CRITERIA**

SUBMISSION ON DUE DATE **5 POINTS**

**REFERENCES** IN APA FORMAT **5 POINTS**

(DOCUMENTATION OF PATHOLOGY REFERENCES

REFERENCE PAGE ATTACHED)

**PATIENT CONFIDENTIALITY:** **5 POINTS**

NO PATIENT IDENTIFICATION

**SECTION 1:** **10 POINTS**

**PRIMARY DIAGNOSIS LISTED**

**SECONDARY DIAGNOSIS**

VITAL SIGNS LISTED

INTAKE AND OUTPUT VALUES LISTED

**LAB VALUES (**MOST RECENT LABS- CBC, CHEMISTRY, MAG, TROPONINS, BLOOD CULTURES, ETC.; LIST NORMAL & ABNORMAL VALUES

**PAST MEDICAL HISTORY**: **10 POINTS**

**MUST INCLUDE**: PREVIOUS ILLNESS

IMMUNIZATION HISTORY

HISTORY OF INJURIES

PREVIOUS SURGERIES

**MEDICATIONS:** **10 POINTS**

**MUST INCLUDE:** DRUG CATEGORY

DRUG ACTION

ACCURATE DOSE & TIMES

**PRN MEDICATIONS**:

**MUST INCLUDE:** DRUG CATEGORY

DRUG ACTION

**DRUG SIDE EFFECTS**

ACCURATE DOSES & TIMES **5 POINTS**

**TREATMENT & PROCEDURES** **5 POINTS**

DAY & TIMES (I.E. HEMODIALYSIS, PHYSICAL THERAPY, WHIRLPOOL

BATH, SKIN TREATMENTS, ETC.)

**PATHOPHYSIOLOGY OF ILLNESS** **10 POINTS**

PATHOPHYSIOLOGY (OF DISEASE PROCESS) **5 POINTS**

CLASSIC SIGNS & SYMPTOMS

PATIENT SIGNS & SYMPTOMS **5 POINTS**

(INCLUDE ACTUAL & EXPECTED)

**DEVELOPMENTAL STAGE IN LIFE 10 POINTS**

**TEACHING & HEALTH PROMOTION** **10 POINTS**

**NURSING DIAGNOSIS; NURSING INTERVENTIONS & CLINICAL OUTCOMES**

**15 POINTS**

**TOTAL POINTS POSSIBLE: 100**

Trinity Washington University

School of Nursing and Health Professions

Nursing Program

Spring, 2011

Nursing 420 Community and Public Health Nursing

Criteria for Windshield Survey

**Group Participation;** (10 points)

All members of a group must actively participate in the completion and

presentation. Group members will rate each individual on active participation. (See attached peer evaluation pg. 13)

2. **Ward Identification;** (10 points)

The Ward chosen is clearly identified, stating all the

boundaries and specific neighborhoods characteristic of the Ward.

**Needs assessment;** (20 points)

The specific needs of this community are clearly stated, using all of the required inclusive variables. What do they need? Why don’t they have it? How can they get it?

**Health Assessment;** (25 points)

The potential health needs as identified by surveillance data, research findings and

screening efforts.

5. (**3) Nursing Diagnosis;** (10 points)

All nursing diagnosis are clearly and **completely** stated with NANDA approved

stems, logical (related to) bodies and rationalized manifestations.

6**. HealthyPeople 2010;** (10 points)

How do these needs fit into the identified goals and objectives set up in

Healthy People 2010 & 2020.

**Creativity;** (5 points)

The development of ideas was clearly stated, flowed well and engaging.

8**. Presentation;** (5 points)

The audience was engaged, able to interact, allowed to ask questions and

received appropriate answers.

**Reference;** (5 points)

All data is referenced in APA format and within 5 years.

**The work should be divided equally among group participants. When going out to do observations always be mindful of your surroundings, drive in pairs or with the entire group. All of this information can be effectively gained from your vehicle, hence the concept of windshield.**

Trinity Washington University

School of Nursing and Health Professions

Nursing Program, Spring, 2011

Nursing 420 Community and Public Health Nursing

Windshield Survey Scoring Rubrics

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Group:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Criteria** | **Actual Score/**  **Possible Score** | **Comments** |
| Group Participation | All members of a group must actively participate in the completion and presentation | \_\_\_\_\_/10 |  |
| Ward Identification | The Ward is clearly identified, stating all the boundaries | \_\_\_\_\_/10 |  |
| Needs Assessment | The specific needs of this community are clearly stated, using all of the required inclusive variables | \_\_\_\_\_/20 |  |
| Health Assessment | The potential health needs as identified by surveillance data, research findings and screening efforts | \_\_\_\_\_/25 |  |
| Nursing Diagnosis  (3) | All nursing diagnosis are clearly and completely stated with NANDA approved stems, logical (related to) bodies and rationalized manifestations | \_\_\_\_\_/10 |  |
| Healthy People 2010 | How do these needs fit into the identified objectives set up in HP 10 & 20 | \_\_\_\_\_10 |  |
| Creativity | The development of ideas were clearly stated, factual, | \_\_\_\_\_5 |  |
| Presentation | The audience was engaged and able to interact, questions were answered appropriately | \_\_\_\_/5 |  |
| Reference | All data is referenced in APA format and within 5 years | \_\_\_\_/5 |  |

Trinity Washington University

School of Nursing and Health Professions

Nursing Program

Spring, 2011

NURS 420 Community and Public Health Nursing

**Peer Evaluation Spring 2011 Windshield Group Presentation/Project**

Each student will evaluate their peers on a scale of 1 (Poor) to 5 (Excellent) on their participation and contribution to this project. **Evaluations are confidential and should be given to your instructor on the day of your presentation. A total of 5 points may be deducted from an individual’s grade based on his/her peer evaluation.** If peer evaluations are not submitted a total of 5 points will be deducted from the group grade.

Student name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluation should be based on the following criteria:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group Members | Attended scheduled group meetings (1-5) | Completed assigned task as agreed upon (1-5) | Maintained communication with group throughout the project (1-5) | Workload was shared equitably.  (1-5) |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Trinity Washington University

School of Nursing and Health Professions

Nursing Program

Spring, 2011

Guidelines for Congressional Hearing/ DC Council Committee on Health or State/County Hearing

Due 3/18/2011 via Moodle

**Purpose:** This course requirement affords you the uniqueopportunity to observe a legislative hearing in the U.S Congress or a local DC council hearing. The purpose is for you to experience the legislative and policy formulation process and for you to formulate your own thoughts as a health care professional in regards to the health care issue being addressed. RN’s should attend both. As we are in the midst of health care reform, it would be great for you all to attend a hearing that is related.

Procedure:

Visit the U.S House of Representative, U.S Senate, the DC Council Committee on Health and/or your county or state website. Select a legislative hearing date that is conducive to your schedule. (I would also suggest that you collaborate with your classmates and attend as a group). You do not have to schedule an appointment, ALL hearings are open to the public; however, you should arrive at least an 1 hour prior to the scheduled time of the hearing to get a good seat (space may be limited).

Write a 3-4 page typed, double spaced, paper using APA format. The paper should include the following.

Specify the hearing- date, place, and persons presenting a testimony

What are the facts that are presented during the hearing? It is important to clarify the facts related to an issue?

Identify the issue. What is the topic of the hearing? Why was the hearing held? What problem is being brought to government? Is it policy oriented, cost-oriented, or value oriented? (The issue may not be a new issue).

Note key points made in support of, and in opposition to the health issue (if key points are made for one side of the issue only, then present that).

What are the options that are presented? There are several ways to reach a desired goal or outcome.

State your position as a health care professional and a student nurse advocate on the issue that was presented at the hearing.

Trinity Washington University

School of Nursing and Health Professions

Nursing Program

Spring, 2011

NURS 360 Psychiatric and Mental Health Nursing

**EVALUATION CRITERIA FOR NURS 360 GROUP PROJECT:**

Group Presentation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| EVALUATION CRITERIA | **POSSIBLE**  **POINTS** | **POINTS**  **EARNED** |
| **Introduction**: Introduces the subject and describes the significance of the subject. | 10 |  |
| States the objectives of the presentation. | 10 |  |
| **Background**: Discusses the background information on the topic. | 10 |  |
| **Content**: Discussion of the topic is accurate, up to date, and relevant to course objectives. | 10 |  |
| Utilizes pertinent evidence to support discussion. | 10 |  |
| Includes the nursing process and nurse theorists framework | 5 |  |
| **Discussion**: Group shares their own observations and impressions of the topic. | 5 |  |
| **Methodology**: Uses teaching aids (PowerPoint, handouts, posters) | 5 |  |
| **Performance**: Overall flow of group presentation. | 10 |  |
| **Individual presentation**: Clear, audible and understandable with vocabulary expected of a professional nursing student. | 10 |  |
| **Peer Group Grade**: Tallied from Peer Group Grade sheets | 5 |  |
| **Written Outline**: Utilized APA; quality of content and nursing journals cited. | 10 |  |
| **TOTAL SCORE POSSIBLE / ACTUAL STUDENT SCORE** | **100** |  |

Trinity Washington University

School of Nursing and Health Professions

Nursing Program

Spring, 2011

NURS 360 Psychiatric and Mental Health Nursing

GROUP PRESENTATION

Peer Group Grade

Group Presentation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grader: (please sign) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions**: Complete the following grade sheet on each member in your group. Circle the desired response and provide comments below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Activity** | Never | ***Rarely*** | ***Sometimes*** | Most times | Always |
| Attendance at scheduled meetings | 1 | 2 | 3 | 4 | 5 |
| Contributed to group work | 1 | 2 | 3 | 4 | 5 |
| Completed assigned/volunteered tasks on time | 1 | 2 | 3 | 4 | 5 |
| Completed quality work | 1 | 2 | 3 | 4 | 5 |
| Worked well with others | 1 | 2 | 3 | 4 | 5 |

**Comments:** (must be provided for low scores)

**Instructor**: Total scores and divide by 5 for number of total points. **Total Points**: \_\_\_\_\_\_

\*\*If more than one peer evaluator, average the total scores (example: 3 peer evaluators: 5 + 3 + 4 = 12, then divide 12 by 3 = 4 points).

Trinity Washington University

School of Nursing and Health Professions

Nursing Program

Spring, 2011

NURS 360 Psychiatric and Mental Health Nursing

**GRADING CRITERIA FOR WEEKLY JOURNAL**

Journals will be graded based on the inclusion of the following:

**FOR INPATIENT UNIT & MENTAL HEALTH CLINIC**

Demographics (age & race) **10 points**

Admission/Reason for visit (MHC) **10 points**

Past Medical History (mental & physical) **15 points**

Medications (drug name, classification/category, and reason for patient’s use) **15 points**

Treatment Goal **10 points**

Discharge planning (if applicable) **10 points**

Patient’s overall mood/behavior & speech pattern **10 points**

Topics of conversation **10 points**

Interactions with others (other patients, staff, nursing students, etc) **10 points**

**Total points 100**

**If in Mental Health Clinic (MHC), inquire from triage nurse or NP what medications the patient(s) is taking.**

**FOR TREATMENT GROUPS**

Demographics (estimated age if not known, race) & overall

physical appearance **10 points**

Reason for visit/attending group & whether mandatory/voluntary **15 points**

**\*\* P**ast Medical History (if mentioned; if attending anger management can assume person has past history with anger “issues” and aggression

**\*\* M**edications if mentioned (if not, estimate based on group attended; meds for depression, or aggression, mood disorders, etc)

\*\* **T**reatment goal/desired outcome (i.e. to reduce and manage anger/deal with grief)

**15 points**

Patient’s overall mood/behavior **10 points**

Speech pattern **10 points**

Topics of conversation **15 points**

Interaction with others **15 points**

**Total Points 100**

Trinity Washington University

School of Nursing and Health Professions

Nursing Program

Spring, 2011

NURS 410 Leadership and Management in Health Care

Grading Criteria for Moodle Discussion Responses #2

In this course, you will be expected to log into Moodle on a regular basis and respond to posted discussion questions for this course. Not only will you respond to the posted discussion question, but you will also be expected to respond to at least one of your fellow classmates’ responses to the discussion question. **Your response must include at least one citation and reference that reflects research on your classmate’s topic (as well as your own), must be correctly formatted in APA format, and cannot be from your text.** I recommend you become familiar with nursing journals available through the Trinity library website.

Discussion Questions will be posted by the instructor on the Friday prior to the week the response is due. Your response is due no later than midnight Tuesday of the week following the post of the discussion question. Your responses to your classmates are due by midnight on Thursday prior to the next class. This allows enough time for all students to be able to review responses and respond accordingly.

Grading Criteria for Discussion Posts:

Student Name:

Date:

Possible Points 100 pts for each post

|  |  |  |
| --- | --- | --- |
| 1. Discussion post is a minimum of 2 paragraphs and reflects research on the topic presented and is posted on time. **If your response is not posted by midnight on Tuesday and you have not responded to 2 of your fellow classmates, you will receive no credit for this Discussion Response.** | 25 pts. (2 pts. Will be deducted for each point that is not addressed) |  |
| 2. Post is correctly formatted in APA style and is free from typos. | 25 (2 pts. Will be deducted for each point that is not addressed) |  |
| 3. Contains a minimum of 1 professional reference from either a nursing website, journal article or nursing text and is current to the past 5 years. This reference supports your answer related to the topic presented. Do not cut and past references from other classmates as this is plagiarism and your classmate may not have correctly formatted their references. | 25 (2 pts. Will be deducted for each point that is not addressed) |  |
| 4. Student responded to at least one other student’s post in a thoughtful manner that reflects critical thinking, offers at least one insight or suggestion, and includes at least one professional reference. | 25 Points (2 pts. Will be deducted for each point that is not addressed) |  |
| Total | 100 points | Actual pts. = |

Trinity Washington University

School of Nursing and Health Professions

Nursing Program, Spring, 2011

NURS 220, Health Promotion, Policy, and Politics

Individual Student Group Participation Grading Rubric

Student Assessor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student for whom Grade is submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Distinguished (4)** | **Proficient (3)** | **Basic (2)** | **Unacceptable (1)** |
| **Workload** | \* Did a full share of the work - or more.  \* Knows what needs to be done & does it.  \* Volunteers to help others. | \* Did an equal share of the work.  \* Does what is asked.  \* Works hard most of the time. | \* Did almost as much as the others.  \* Seldom asks for help. | \* Did less work than others.  \* Isn’t caught up with work.  \* Doesn’t ask for help. |
| **Getting Organized** | \* Proposed meeting times to get organized. | \* Worked agreeably with others regarding times & places to meet. | \* Could be encouraged to meet with others. | \* Didn’t meet with group. |
| **Participation in Discussion** | \* Provided many good ideas.  \* Inspires others.  \* Clearly communicates with members of group. | \* Participated.  \*Shared. | \* Mainly listened.  \* Made suggestions on occasion. | \* Seemed bored with conversation.  \* Rarely spoke up. |
| **Meeting Deadlines** | \* Completed assigned work ahead of time. | \* Completed assigned work on time. | \* Needed reminding.  \* Work was not late, but did not impact grade. | \* Needed much reminding.  \* Work was late.  \* Work did not impact quality or grade. |
| **Showing up for Meetings** | \* Showed up for meetings punctually, sometimes ahead of time. | \* Showed up for meetings on time | \* Showed up late for meetings, but work completed on time. | \* No show or extremely late for meetings. |
| **Providing Feedback** | \* Provided dignified, clear, & respectful feedback. | \* Gave feedback that did not offend. | \* Sometimes hurt feeling of others with feedback.  \* Made irrelevant comments. | \* Openly rude when giving feedback. |
| **Receiving Feedback** | \* Graciously accepted feedback. | \* Accepted feedback. | \* Reluctantly accepted feedback. | \* Refused to listen to feedback. |

**TOTAL SCORE : \_\_\_\_\_\_\_\_\_\_\_ / 28**

**Trinity Washington University**

**School of Nursing and Health Professions**

**Nursing Program**

**Spring, 2011**

**NUR 220 Health Promotion, Policy, and Politics**

**Group Presentation Grading Rubric**

**Group Members Names:**

**Presentation Topic:**

**Organization of Presentation** (0-20)

Identification of vulnerable population or high-risk health behavior

Why is this a problem?

Suggestions for improvement of health promoting behaviors

**CONTENT**

**Depth** (0-10)

**Accuracy** (0-5)

**Research** (0-5)

**Use of Communication Aids** (5)

**Length of Presentation** (0-5) 15 minutes

Did everyone present?

Trinity Washington University

School of Nursing and Health Professions

Nursing Program

Spring, 2011

Nursing 262 Introduction to Health Assessment

Group Presentation

“Health Promotion Patient Education”

All students in the group are expected to participate in the group project. Group members will decide on a topic from the list or seek approval on a topic of the group’s choice with the course professor on a subject pertinent to this course. The group will select a presentation method that involves all members of the group. Group members will meet and plan the presentation. Each group will need to list journal references not more than five years old that demonstrate the following current best practice for health promotion and plans for future research in the topic area presented. Information from web sites does not substitute for journal articles. Students are encouraged to use creative and innovative strategies or techniques for presenting the topic.

A written outline including all elements of the presentation with the names of the group members and the reference list must be handed to the instructors on the day of the presentation. A copy of the outline and references should be available to the other students in class to assist their learning of the topic. All the references and the outline must be in APA format. Web site information will need to be verified for accuracy.

Group projects sometimes involve problems with communication, inequity in workload and confusion about proper allocation for credit for work contributed. To prevent these types of problems, it is recommended that groups begin meeting early in the semester and discuss the issues during your first meeting. In addition, students will be grading each other’s participation in the group project. Each student in the group will be given a Peer Group Grade sheet for all members of the group. Each student will grade all other students in the group and sign the sheet on the line next to “Grader”. The grade sheets are placed in a sealed envelope and turned into the instructor with the outline. The total points will be calculated by averaging all peer grades assigned for the individual student.

In determining the grade, take into consideration the entire group process in developing this project. Consider the student’s attendance, contribution to the group process, completion of assigned or volunteered tasks on time, quality of completed work, and demonstration of respect for others and their views. The instructor will use all your grade sheets in calculating total grades. The total will be calculated by averaging all the grades assigned to the individual student.

Presentations should include the following components:

**Introduction** to the topic: Introduces the subject and describes the significance of the topic to health promotion. States the objectives of the group presentation.

**Background** of the topic: Discusses the background (history, other information) on the topic.

**Content** of the topic: Describes the topic and includes application to the nursing process, Orem’s framework and current research and other evidence on the topic.

**Discussion** of the topic: Discusses the group’s observations and impressions of the topic.

**Implications** for health and/or safety, education and research.

**Examples of Topics for Group Presentation:**

1. Integument: Skin Cancer prevention

2. Head and Neck:

Prevention of injury from accidents with proper selection and use of helmets

Prevention of injury with proper use of seat belts.

Dental caries prevention

Stroke prevention

3. Ear

Ear hygiene

Noise exposure and prevention of hearing loss

4. Eyes

Protection against injury

Screening tests

5. Respiratory/Breast

Breast self-exam/Mammogram

Immunizations

Smoking hazards/cessation

Environmental health for prevention of asthma exacerbations

6. Cardiovascular

Screening tests for cardiovascular disease

Nutrition for heart health

Exercise - cardiovascular

7. Gastrointestinal

Colon cancer screening/ prevention

Constipation prevention

8. Genitourinary

Toilet training

Testicle Self Exam

Prostrate cancer screening

9. Musculoskeletal

Injury Prevention

Osteoporosis prevention and screening

Body mechanics

10. Neurological and Mental Health

Stress management

Screening for substance abuse

Prevention of Substance abuse

11. Prenatal

Hazards of smoking, drugs, and or alcohol

Trinity Washington University

School of Nursing and Health Professions

Nursing Program, Spring, 2011

NURS 262 Introduction to Health Assessment

EVALUATION CRITERIA FOR NURS 262 GROUP PROJECT:

“Health Promotion Patient Education”

Group Presentation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| EVALUATION CRITERIA | **POSSIBLE**  **POINTS** | **POINTS**  **EARNED** |
| **Introduction**: Introduces the subject and describes the significance of the subject to health promotion. | 10 |  |
| States the objectives of the presentation. | 5 |  |
| **Background**: Discusses the background information on the topic. | 5 |  |
| **Content**: Discussion of the topic is accurate, up to date, and relevant to course objectives. | 7 |  |
| Utilizes pertinent evidence to support discussion. | 5 |  |
| Includes the nursing process and Orem’s framework for planning education. | 5 |  |
| **Discussion**: Group shares their own observations and impressions of the topic. | 5 |  |
| **Implications**: Discusses implications for health and/or safety, education and research. | 5 |  |
| **Methodology**: Uses teaching aids (PowerPoint, handouts, posters) | 5 |  |
| **Performance**: Overall flow of group presentation. | 5 |  |
| **Individual presentation**: Clear, audible and understandable with vocabulary expected of a professional nursing student. | 10 |  |
| **Peer Group Grade**: Tallied from Peer Group Grade sheets | 5 |  |
| **Written Outline**: Utilized APA; quality of content and nursing journals cited. | 10 |  |
| **TOTAL SCORE POSSIBLE / ACTUAL STUDENT SCORE** | **75** |  |

Trinity Washington University

School of Nursing and Health Professions

Nursing Program, Spring, 2011

NURS 262 Introduction to Health Assessment

GROUP PRESENTATION

“Health Promotion Patient Education”

Peer Group Grade

Group Presentation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grader: (please sign) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions**: Complete the following grade sheet on each member in your group. Circle the desired response and provide comments below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Activity** | Never | ***Rarely*** | ***Sometimes*** | Most times | Always |
| Attendance at scheduled meetings | 1 | 2 | 3 | 4 | 5 |
| Contributed to group work | 1 | 2 | 3 | 4 | 5 |
| Completed assigned/volunteered tasks on time | 1 | 2 | 3 | 4 | 5 |
| Completed quality work | 1 | 2 | 3 | 4 | 5 |
| Worked well with others | 1 | 2 | 3 | 4 | 5 |

**Comments:** (must be provided for low scores)

**Instructor**: Total scores and divide by 5 for number of total points. **Total Points**: \_\_\_\_\_\_

\*\*If more than one peer evaluator, average the total scores (example: 3 peer evaluators: 5 + 3 + 4 = 12, then divide 12 by 3 = 4 points).

**Trinity Washington University**

**School of Nursing and Health Professions**

**Nursing Program**

**Spring, 2011**

**NURS 410 Leadership and Management in Health Care**

**Grading Criteria for Paper #1 – Interview with a Nurse Leader –Due 2/25/11 by 11am.** For this paper, you will need to find and interview a nurse leader who manages and leads a team. This nurse leader can be a Chief Nursing Officer, a Department Director, Nurse Educator (not from Trinity), or a Nurse Manager. You will need to email me by 2/21/11 who and when you plan to interview for your paper.

In this 2-3 page paper, you will need to describe who you chose to interview, and why you chose this individual for your interview and what their education and credentials are. You will need to summarize their job duties, how many staff members they manage, what areas of nursing they are responsible for. In addition, you will describe what their biggest challenges are and what their greatest achievement has been in their current role. Also in your paper, you will need to assess whether or not this is a role that you would consider for the future and why or why not.

Student Name:

Date:

Possible Points 100

|  |  |  |
| --- | --- | --- |
| 1. Paper has a cover page, is 2-3 pages in length (not including cover page or reference page), is either in Times New Roman 12-pt. or Arial 12 pt. font, and is double-spaced and is submitted on time. | 20 Points – 2 pts deducted for each area not addressed |  |
| 2. Paper is correctly formatted in APA style and is free from any typographical errors. Please use spell-check to ensure you don’t lose points for this. | 20 Points – 2 pts deducted for each area not addressed. For example, I will take 2 pts off for every typo…… |  |
| 3. Contains a minimum of 2 references from either a peer-reviewed, published journal within the past 5 years, or from a nursing text written and published within the past 5 years. | 10 Points – 2 pts deducted for each area not addressed |  |
| Paper includes all the elements required for the interview as described above. | 30 Points – 5 pts deducted for each area not addressed |  |
| Has an opening paragraph detailing what the paper will be about and a conclusion that summarizes the content of the paper. | 20 Points – 2 pts deducted for each area not addressed |  |
| Total | 100 points |  |

You will email me your paper as a word document no later than 11am on Friday 2/25/11 or 2 points will be deducted for each day your paper is late. I will not accept papers that are more than 5 days late.

**Trinity Washington University**

**School of Nursing and Health Professions**

**Nursing Program**

**Spring, 2011**

**NURS 410 Leadership and Management in Health Care**

**Grading Criteria for Paper #2 – Motivating and Developing Staff**

**Due Friday, April 8, 2011 by 11am.** In this 3-5 page paper, you will need to address how job performance is affected by motivation and learning, describe the theories of motivation and how they are related to employee performance and learning. Include how cultural and generational differences affect learning. Explain how the development of staff enhances job ability and how that then transfers to a more effective organization.

You will email me your paper as a word document no later than 11am on Friday, April 8, 2011. 2 points will be deducted for each day your paper is late. I will not accept papers that are more than 5 days late.

Student Name:

Date: Possible Points 100

|  |  |  |
| --- | --- | --- |
| 1. Paper has a cover page, is 3-5 pages in length (not including cover page or reference page), is either in Times New Roman 12-pt. or Arial 12 pt. font, and is double-spaced and is submitted on time. | 20 Points – 2 pts deducted for each area not addressed |  |
| 2. Paper is correctly formatted in APA style and is free from any typographical errors. Please use spell-check to ensure you don’t lose points for this. | 20 Points – 2 pts deducted for each area not addressed. For example, I will take 2 pts off for every typo…… |  |
| 3. Contains a minimum of 3 references from either a peer-reviewed, published journal within the past 5 years, or from a nursing text written and published within the past 5 years. | 10 Points – 2 pts deducted for each area not addressed |  |
| Paper includes all the elements required as described above. | 30 Points – 5 pts deducted for each area not addressed |  |
| Has an opening paragraph detailing what the paper will be about and a conclusion that summarizes the content of the paper. | 20 Points – 2 pts deducted for each area not addressed |  |
| Total | 100 points |  |

Trinity Washington University

School of Nursing and Health Professions

Nursing Program

Spring, 2011

NURS 410 Leadership and Management in Health Care

Power Point Presentation: Effective Communication in the Workplace

Due 3/25/11 by 11am.

Grading Criteria

Student Name:

Date:

Possible Points 100

|  |  |  |
| --- | --- | --- |
| **1. Power point presentation is 8-10 slides in length including cover slide and bibliography and is turned in on time.** | **10 Points - 2 pts deducted for each missing element** |  |
| **2. Slides include speaker notes with proper citations relating to bibliography.** | **20 Points- 2 pts deducted for each missing element** |  |
| **3. Contains a minimum of 3 references from either a peer-reviewed, published journal within the past 5 years, or from a nursing text written and published within the past 5 years. References & citations correctly follow APA Guidelines.** | **20 Points – 2 pts deducted for each missing element** |  |
| **4. Content of presentation**  **Discuss the factors that affect communication**  **Explain the importance of communication in the role of the leader**  **Describe differences in cultural, generational, and gender communication**  **List the different communication strategies used for varied situations**  **Describe strategies for communicating with difficult people** | **50 Points – 5 pts deducted for each missing element** |  |
|  |  |  |
| **Total** | **100 points** | **Actual pts. =** |

You will post your document in Moodle no later than 11am on Friday, 3/25/11. 2 points will be deducted for each day your paper is late. I will not accept papers that are more than 5 days late.

**Trinity Washington University**

**School of Nursing and Health Professions**

**Nursing Program**

**Spring, 2011**

**NURS 410 Leadership and Management in Health Care**

**Topics for Final Power Point Presentations**

**Advancing your Career**

Describe a leadership role that you are interested in

Include your resume reflecting your skills and abilities in relation to the role you desire

Demonstrate how you would go about finding this role

Identify what your learning needs would be upon taking on this role define how you would utilize mentors in this role and how you would stay current in your practice area

Describe what the benefits and challenges are that can be faced by taking on this role and how you would deal with them

**Collective Bargaining and Issues Related to Unions**

Describe how a union is formed and the laws the govern collective bargaining

Explain how a contract is administered

Define what is involved when a grievance occurs

List the role of the manager

Define current legal changes that now affect the role of the nurse in a union

**Workplace Violence**

Describe how and why workplace violence occurs

Identify the types of behaviors that are threatening

Describe a situation in which you heard about or were involved in a situation that was threatening and how you handled or would handle the situation

Describe the role of the leader in response to an occurrence of violence

List ways that organizations can prevent violence in the workplace

Trinity Washington University

School of Nursing and Health Professions

Nursing Program

Spring, 2011

NURS 410 Leadership and Management in Health Care

Power Point Presentation: Final Presentations – Due April 29, 2011 by 11am posted on Moodle.

Grading Criteria

Student Name:

Date:

Possible Points 100

|  |  |  |
| --- | --- | --- |
| 1. Power point presentation is 10-12 slides in length including cover slide and bibliography and is turned in on time. | 10 Points - 2 pts deducted for each missing element |  |
| 2. Slides include speaker notes with proper citations relating to bibliography. | 20 Points- 2 pts deducted for each missing element |  |
| 3. Contains a minimum of 3 references from either a peer-reviewed, published journal within the past 5 years, or from a nursing text written and published within the past 5 years. References & citations correctly follow APA Guidelines. | 20 Points – 2 pts deducted for each missing element |  |
| 4. Content of presentation | 50 Points – 5 pts deducted for each missing element |  |
|  |  |  |
| Total | 100 points | Actual pts. = |

Trinity Washington University

School of Nursing and Health Professions

Nursing Program

Spring, 2011

NURS 330 Nursing research and Evidence-Based Practice

QUANTITATIVE RESEARCH STUDY CRITIQUE GUIDELINES

Adequacy of the Sample in Quantitative Studies

Does the researcher define the target population for the study? (10 points)

Are the sampling inclusion criteria, sampling exclusion criteria, or both clearly identified and appropriate for the study? (20 points)

Is the sample size identified? Is a power analysis reported? Was sample size appropriate as indicated by the power analysis? If groups were included in the study, is the sample size for each group discussed? (15 points)

Are the refusal or acceptance rates identified? Are the sample attrition or retention rates addressed? Are reasons provided for the refusal and attrition rates? (10 points)

Is the sampling method probability or nonprobability? Identify the specific sampling method used in the study to obtain the sample. (15 points)

Is the sampling method adequate to achieve a representative sample? Is the sample representative of the accessible and target populations? (20 points)

Are the potential biases in the sample discussed? (10 points)