SUL ROSS
The FRONTIER University of Texas

DEPARTMENT OF NURSING
NUR 3201
Foundations of Nursing Informatics
Fall 2024

SEMESTER HOURS: Two (2) Semester Credit Hours
CONTACT HOURS: N/A
CLINICAL HOURS: N/A

PREREQUISITES: Successful completion of all Previously Assigned Courses

FACULTY INFORMATION:
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>   Office Hours:
>>   Hours available via e-mail: 8am to 9pm Monday through Friday.
>>   Hours available on campus: By appointment
>>   Hours available via phone office/home/cell:
>   Phone number(s): 432-978-7814
>   University e-mail: veronica.arredondo@sulross.edu

COURSE DESCRIPTION:
This course introduces students to fundamental concepts related to nursing information, communication technologies, systems and skills and their impact on patient centered care. A variety of learning activities will engage students in the use of clinical information systems, electronic databases and health care records used to communicate and manage patient care data, support patient care decision making and promote patient safety. Principles of legal, ethical and policy issues associated with information management in health care settings and how these concepts are used to analyze workflow, data trending, and system change in health care settings are addressed.

STUDENT LEARNING OUTCOMES:
Upon completion of this course, each student will have a global understanding of the essence of professional nursing within a rural/border environment through activities designed to ensure that the student will be able to:

1. Describe the history and principles of information technology and its impact on nursing practice
2. Demonstrate the acquisition and retrieval of online nursing and patient related information resources
3. Describe patient care technologies, communication devices that support safe nursing practice.
4. Identify ethical standards of data security, confidentiality, and client's right to privacy
5. Outline regulatory requirements for information systems, patient technology and communication devices
6. Analyze a workflow design, integrating care coordination processes with the implementation

7. of health care technologies
8. Analyze Point of Care technologies that promote patient outcomes and safety.
9. Explore the potential impact information technology will have on future nursing practice

MARKETABLE SKILLS FOR THE DEPARTMENT OF NURSING

The following marketable skills and dissemination plan has been submitted to the Texas Higher Education Board after approval from the Assistant Vice President for Institutional Effectiveness at SRSU

Students will:

1. develop inquiry skills to evaluate situations (Sense of Inquiry);
2. develop communication skills to evaluate situations (Communication Skills);
3. develop research skills to promote their lifelong learning (Continuous Lifelong Learning); and comport themselves verbally and visually in a professional manner (professionalism).

Plan for Dissemination:

Students learn marketable skills by first being exposed to them in all course syllabi. Each of the marketable skills is closely observed and evaluated by clinical faculty and preceptors as students' progress through the educational program. Students hone their research and communication skills through assignments and activities in multiple classes.

COURSE OBJECTIVES:

Upon completion of learning activities in this course, students will be able to:

MEMBER OF THE PROFESSION

1. Demonstrate a systematic approach to provide holistic, culturally sensitive, and evidence-based nursing care to address the health-care needs of patients and families across the lifespan.

2. Apply communication techniques and skills to establish and maintain professional relationships with patients and individual health-care team members.

3. Use self-evaluation, reflection, and peer and faculty feedback to modify and improve practice.

PROVIDER OF PATIENT-CENTERED CARE

1. Demonstrate assessment skills for patients across the life span that delineate or identify change in patient status related to treatment variables.
2. Apply knowledge and skills related to selected concepts, as well as information obtained in previous nursing courses and current assignments, to plan and implement the nursing process for assigned patients across the life span.
3. Assume responsibility and accountability for the quality of nursing care provided to patients and their families, including issues affecting the nurse's role in and delivery of culturally sensitive care.
4. Utilize performance and self-evaluation processes to improve individual nursing practice and enhance professional growth.
5. Incorporate behavioral, pathophysiological, psychosocial, and growth and development factors

which affect patients across the life span and their families with health-care needs when planning and implementing nursing care.

6. Utilize evidence-based practice when planning and implementing care for patients across the life span.
7. Plan, implement, and evaluate a teaching plan for selected concepts utilizing evidenced-based knowledge and principles of the teaching/learning process.
8. Utilize clinical reasoning to set priorities in the management of nursing care associated with concepts specified for this course.

PATIENT SAFETY ADVOCATE

1. Administer and document medications and intravenous fluids using clinical knowledge and safety principles for patients across the life span.
2. Inform patients regarding their plans of care and encourage patient autonomy to ensure consistency and accuracy in their care.
3. Promote compliance with immunization programs across the life span to prevent and control communicable diseases for public safety.

MEMBER OF THE HEALTH CARE TEAM

1. Demonstrate written and verbal skills to communicate patient information using appropriate and accurate terminology to support decision making and improve patient care.
2. Develop discharge plan that facilitates the communication among patient, family, and anticipated community resources to meet the continuity of care needs of the patient and family across the life span.
3. Collaborate with multi-disciplinary health team members to support the patient's right of self-determination and choice in addressing the complex or unmet needs of patients and families from a holistic perspective.

REQUIRED REFERENCES:

ATI access and BASIC TOOLS FOR QUALITY IMPROVEMENT IN HEALTH CARE INFORMATICS By Jerome Niyirora

BOOK1NIYIRORA_S1KkLwW.pdf (oercommons.s3.amazonaws.com)

COURSE EXPECTATIONS:

Orientation to Course:
Students will participate in course orientation and orientation to designated hospitals, community agencies and clinic settings prior to engaging in clinical learning experiences. Students are accountable to adhere to facility policies and procedures. Orientation will include a review of course skills, experiences, assignments, and clinical evaluation. Expectations regarding meeting scheduled class, clinical and laboratory sessions, attendance, and promptness will be reviewed.

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS:

Learning is a shared endeavor based upon respectful and collaborative relationships between students and faculty. The learning activities designed for this course were developed based upon the following:

1. As adult learners we are partners in learning.
2. Faculty members serve as a mentor, resource, guide, or coach and professional peer.
3. Our work and life experiences differ and serve to enrich our individual and mutual learning.
4. Each member of the class is committed to preparing for and successfully completing class learning activities.
5. Each member of the class will organize time, learning goals, work schedules, and family arrangements to fully participate in the course and assignment activities.
6. Each member of the class is able to use computer technology and access resources via the Internet and other mobile technologies as needed for this and other courses.

COMMUNICATIONS:
- **Announcements** – Check announcements each time you log onto the course.
- **Course email** – Check course email frequently for communications and make sure that your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday-Friday.
- **Use of technology**: If you have any technical questions, problems, or concerns with Blackboard, do not spend more than 15 minutes on any technical problems. Seek help immediately. Contact 24-7 Help Desk at: 1-888-837-6055 and/or ltac@sulross.edu.
- **Responses to emails and course postings**: Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross email and, if not available, mobile phone or texting between the hours of 9 AM and 6PM if possible. Messages received on the weekends or holidays will be answered by the next working day.
- **Assignments:** Assignments will be reviewed and returned with feedback/grade within 5days of submission.
- **Writing and use of APA**: All written assignments and bulletin board postings will be submitted using the American Psychological Association (APA) Guidelines, as indicated by faculty. http://owl.english.purdue.edu/owl/resource/560/01

ATTENDANCE AND PARTICIPATION:
- Your attendance is expected at every class meeting, both face to face and online.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read your assigned readings prior to joining the class discussions.
- An online course requires participation in all areas for accurate evaluation of performance, including responding to faculty requests or communications.
- If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, email, or text as soon as possible and make arrangements to make up the assignments.

- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. The Blackboard tracking function may be utilized to verify student online participation.

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING AND EXPECTATIONS: (

LEARNING ACTIVITIES:

ATI Modules
ATI Module assignments are online learning activities designed to help nursing students develop essential knowledge and skills. These assignments are part of ATI's (Assessment Technologies Institute) comprehensive educational platform for nursing programs.

Discussion Board
Discussion boards provide a platform for nursing students and professionals to engage in collaborative learning about informatics topics.

MidTerm Assessment
The primary purpose of a midterm assessment is to evaluate students' comprehension of key concepts, theories, and applications in nursing informatics covered up to that point in the course.

Final Project

The purpose of a final project in nursing informatics is to apply the knowledge and skills gained throughout the course to develop a practical solution that addresses a real-world healthcare challenge. This project allows nursing students to demonstrate their understanding of how technology and information systems can be leveraged to improve patient care, streamline workflows, and enhance healthcare delivery.

ASSESSMENT OF STUDENT LEARNING:

Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in class discussion, clinical performance when applicable, knowledge and comprehension of reading assignments, and completion of course assignments. Criteria for each course activity and assignments, including grading rubrics, are identified in the weekly modules and located in the appendix of this syllabus. Achievable points for assignments will be totaled and calculated into the grade according to the percentage specified.

Summary of Measure for Evaluation:

Course Requirements	Percentage
ATI Modules	20%
Discussion Board	20%
MidTerm Assessment	25%
Final Project	35%
Total Points	*100%*

Calculation of Final Grade: The final grade is derived as a summary of the points delineated on specific rubrics assignments and participation. The final letter grade will follow the program grading scale:

Grading Scale
A = 90-100
B = 80-89
C = 75-79
F = below 75

POLICIES FOR EXAMS AND ASSIGNMENTS:

A minimum average of 80% must be achieved on examinations to receive a passing grade for the course. This will include three (3) examinations and a final. The examination average must be calculated before adding grades from other assignments. When a grade of less than 80% is acquired on any examination, the student will be required to meet with the faculty of record, followed with a meeting with the Success Counselor. The purpose for this activity is to assist the student to determine the rationale for the lower grade achievement and develop an action plan to correct identified problems. The Missildine Review will be initiated to follow student progress.

Testing/Assessments:

Missed Examinations and Makeup Examinations: Faculty members must be informed immediately when a student is aware that an examination will be missed. Make-up should occur within a week of the scheduled examination as agreed on between faculty and student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up exams can be arranged without penalty.

Late and Make-up Assignments: To achieve the designated points for an assignment, the assignment must be submitted at or before the scheduled date and time. Five points per calendar day will be deducted for late submission of assignments. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email or text as soon as possible. If students have spoken with faculty and an agreement is reached, late and make-up assignment extensions can be arranged without penalty.

DIGITAL CITIZENSHIP AND TECHNOLOGY SUPPORT

Students recognize the responsibilities and opportunities for contributing to their digital communities.

1.2. Digital Citizen Students recognize the responsibilities and opportunities for contributing to their digital communities. Students:

> 1.2.a. Manage their digital identity and understand the lasting impact of their online behaviors on themselves and others and make safe, legal and ethical decisions in the digital world.
> 1.2.b. Demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.
> 1.2.c. Safeguard their well-being by being intentional about what they do online and how much time they spend online.
> 1.2.d. Take action to protect their digital privacy on devices and manage their personal data and security while online.

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TECHNOLOGY SUPPORT:

Who should I contact?

Online Support Desk

☎ 888.837.6055
✉ blackboardsupport@sulross.edu

Available: 24/7

- Logging into Blackboard
- Questions about Blackboard tools/software
- Trouble with tests/quizzes/assignments
- Error messages on Blackboard
- Online course video problems

Lobo Technology Assistance Center (LTAC)

☎ 432.837.8888
✉ ltac@sulross.edu

Available: Monday-Friday 8 a.m. - 5 p.m.

- Logging into your mySRSU/Banner/SRSU email
- Campus computer, computer lab, or campus Wi-Fi issues
- Security concerns with your SRSU or VPN account
- Questions about Office 365 or OneDrive

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COURSE SCHEDULE
NUR 3201 Foundations of Nursing Informatics
<mark>(This schedule is subject to change by faculty as needed.)</mark>

Week Date	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
WEEK 1	Introduction to Concepts of Quality Improvement	BASIC TOOLS FOR QUALITY IMPROVEMENT IN HEALTH CARE INFORMATICS By Jerome Niyirora Module 1: Key Concepts of Quality Improvement	Discussion Board Introduction
WEEK 2	Introduction to Informatics	ATI Modules Engage Fundamentals: Foundational Concepts: Informatics ATI Module Nurse's Touch: Nursing Informatics and Technology: Informatics	ATI Modules Engage Fundamentals: Foundational Concepts: Informatics (Upload test result report). ATI Module Nurse's Touch: Nursing Informatics and Technology: Informatics (Upload test results report)
WEEK 3	Tools for Identifying Opportunities for Improvement	📗 **READ:** Module 2 BASIC TOOLS FOR QUALITY IMPROVEMENT IN HEALTH CARE INFORMATICS By Jerome Niyirora Tools for identifying opportunities for improvement BOOK1NIYIROR	Discussion Board: Discuss a real-world example where identifying improvement opportunities is led to significant changes in healthcare.

		A_S1KkLwW.pdf (oercommons.s3.amazonaws.com)	
WEEK 4	Information Systems in Healthcare	📕 READ: ATI Nurse's Touch: Nursing Informatics and Technology: Information Management Systems	ATI Nurse's Touch: Nursing Informatics and Technology: **Information Management Systems**
WEEK 5	Tools for Collecting and Presenting Data	📕 **READ:** Module 3 in OER Book BASIC TOOLS FOR QUALITY IMPROVEMENT IN HEALTH CARE INFORMATICS By Jerome Niyirora Tools for collecting and presenting data BOOK1NIYIRORA_S1KkLwW.pdf (oercommons.s3.amazonaws.com)	💬 **Discussion Board:** How does effective data collection impact decision making in healthcare informatics?
WEEK 6	Nursing Concepts with Informatics and EHR	📕 **READ:** ATI Modules: NurseLogic2.0: Nursing Concepts	ASSIGNMENT(s): ATI Modules NurseLogic 2.0: Nursing Concepts (upload ATI report)
WEEK 7	Statistical and Graphical Tools for Assessing Variability and Capability	📕 **READ:** Module 4 in OER Book BASIC TOOLS FOR QUALITY IMPROVEMENT IN HEALTH CARE INFORMATICS By Jerome Niyirora Tools for assessing the process	💬 **Discussion Board:** Why is it important to assess variability and capability in healthcare processes?

		variability and capability [BOOK1NIYIRORA_S1KkLwW.pdf (oercommons.s3.amazonaws.com)](oercommons.s3.amazonaws.com)	
WEEK 8	Midterm		ASSIGNMENT(s): ATI Assessment: Nurse's Touch: Nursing Informatics and Technology Practice Assessment. This assessment will be under My ATI: Assessments
WEEK 9	Documentation	📕 **READ:** ATI Modules: Engage Fundamentals RN 2.0: Professional Nursing: **Documentation**	ASSIGNMENT(s): ATI Modules Engage Fundamentals RN 2.0: Professional Nursing: Documentation (upload ATI report)
WEEK 10	Tools for Evaluating Relationships in Data	📕 **READ:** Module 5 in OER Book BASIC TOOLS FOR QUALITY IMPROVEMENT IN HEALTH CARE INFORMATICS By Jerome Niyirora Tools for Evaluating Relationships in Data [BOOK1NIYIRORA_S1KkLwW.pdf (oercommons.s3.amazonaws.com)](oercommons.s3.amazonaws.com)	💬 **Discussion Board:** Discuss the role of data visualization in in understanding healthcare data relationships.
WEEK 11	Tools for Root Cause Analysis	📕 **READ:** Module 6 in OER Book BASIC TOOLS FOR QUALITY IMPROVEMENT IN HEALTH	💬 **Discussion Board:** What are common risks associated with quality problems in healthcare, and how can they be mitigated?

		CARE INFORMATICS By Jerome Niyirora Tools for Root Cause and Risk Analysis [BOOK1NIYIRORA_S1KkLwW.pdf (oercommons.s3.amazonaws.com)](oercommons.s3.amazonaws.com)	
WEEK 12 Tools for Benchmarking Quality		📕 **READ:** Module 7 in OER Book BASIC TOOLS FOR QUALITY IMPROVEMENT IN HEALTH CARE INFORMATICS By Jerome Niyirora Tools for Benchmarking Quality [BOOK1NIYIRORA_S1KkLwW.pdf (oercommons.s3.amazonaws.com)](oercommons.s3.amazonaws.com)	💬 **Discussion Board:** How does benchmarking contribute to continuous improvement in healthcare informatics?
WEEK 13 Tools for Improving the Process		📕 **READ:** Module in OER Book BASIC TOOLS FOR QUALITY IMPROVEMENT IN HEALTH CARE INFORMATICS By Jerome Niyirora Tools for Improving the Process [BOOK1NIYIRORA_S1KkLwW.pdf (oercommons.s3.amazonaws.com)](oercommons.s3.amazonaws.com)	💬 **Discussion Board:** In what ways can monitoring and controlling processes improve patient outcomes in healthcare settings?

		READ:	Final Project:
WEEK 14	Begin Preparing for Final Project	📕 **READ:** Module in OER Book BASIC TOOLS FOR QUALITY IMPROVEMENT IN HEALTH CARE INFORMATICS By Jerome Niyirora [BOOK1NIYIRORA_S1KkLwW.pdf (oercommons.s3.amazonaws.com)](#)	💬 [Final Project:](#) Select Two EHR Systems: Choose two EHR systems currently used in healthcare settings. Examples include Epic, Cerner, Allscripts, or Meditech. DUE 12/8/2024 @ 11:59pm
WEEK 15	Continue Preparing for Final Project	📕 **READ:** Module in OER Book BASIC TOOLS FOR QUALITY IMPROVEMENT IN HEALTH CARE INFORMATICS By Jerome Niyirora [BOOK1NIYIRORA_S1KkLwW.pdf (oercommons.s3.amazonaws.com)](#)	💬 [Final Project:](#) Preparation: Select Two EHR Systems: Choose two EHR systems currently used in healthcare settings. Examples include Epic, Cerner, Allscripts, or Meditech. DUE 12/8/2024 @ 11:59pm
WEEK 16	Final Project		Choose two EHR systems currently used in healthcare settings. Examples include Epic, Cerner, Allscripts, or Meditech.

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email mschwartze@sulross.edu or contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.
Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).
No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu. Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also

erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

==Include any rubrics that pertain to measurable activities. Examples follow==

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PARTICIPATION/DISCUSSION RUBRIC

CRITERIA	Performance Indicators			
	Proficient	Competent	Substantive Area for Improvement	Unsatisfactory Work
Content Information in the posting is relevant to the assigned questions and demonstrates student learning.	Responds to discussion questions with a clear understand-ing of the focus of study in the module. Posting & responses meet all the requirements of the discussion instruction 25 Points	Responds to discussion questions but with minor confusion about the focus of study in the module. Posting & responses meet most of the requirements of the discussion instructions 20 Points	Responds to 1 or more discussion questions with major confusion about the focus of study in the module. Or Provides some answers but fails to respond to discussion questions as directed in the Forum. Posting & responses meet some of the requirements of the discussion instructions. 10 Points	The discussion questions are not answered. Or Responses have no connection to the questions. Posting & responses meet few/none of the discussion instructions. 0 Points
Scholarly Presentation Writing style allows for clear communication of thoughts through logical presentation of ideas with correct spelling, grammar, and punctuation (SGP).	Thoughts are logically organized at the paragraph level without errors in SGP. 5 Points	Thoughts are logically organized at the paragraph level with no more than 3 errors in SG 10 Points	Thoughts are logically organized at the paragraph level with no more than 4 errors in SGP. &/Or Thoughts show limited logical organization between ideas. 5 Points	Thoughts show no logical organization in the paragraph. &/ Or Postings contain in excess of 4 errors in SGP. 0 Points
Engagement Student engagement in discussion occurs through use of thoughtful replies to the postings of other students.	Replies in the forum to 2 peers in a thoughtful, reflective, and respectful manner. 20 Points	Replies in the forum to 1 peer in a thoughtful, reflective, and respectful manner. 10 Points	Gives a limited reply to peers in a respectful manner. 5 Points	No replies to any postings. &/ Or Replies are clearly disrespectful. 0 Points
Citations/APA Ideas are supported by proper citation and use of references following APA format.	Postings incorporate citations and references following APA format with only 1 error. 20 Points	Postings incorporate citations and references following APA format with no more than 2 errors. 15 Points	Postings incorporate citations and references following APA format with no more than 3 errors. 10 Points	Postings include three or more errors in APA format. 5 Points
Literature/Evidence Ideas are supported by student-conducted research from sources outside the required course material.	Postings and replies are supported by more than two outside references in addition to required readings. 20 Points	Postings and replies are supported by one outside reference in addition to required readings. 10 Points	Postings and/or replies are only supported by required readings. 5 Points	Postings and replies are not supported by any evidence. 0 Points

Rubric for Reflective Journal Writing

Student Name:			Date:
Task Description: Using the model for reflection, each week, the student will make a reflective journal entry regarding a particular learning activity or experience in class or other settings that demonstrates nursing values and principles and how this activity impacted the student's understanding of professional nursing.			
Criteria	Exemplary	Accomplished	Developing	Beginning
Retelling of Experience	☐ Detailed explanation of experience ☐ Specific descriptors of observations during experience ☐ Writing is highly organized with logical sequence	☐ Clear explanation of experience ☐ Objective observation of experience ☐ Organization is clear and easy to follow	☐ Somewhat clear explanation of experience ☐ Somewhat objective observation of experience ☐ Minimal organization	☐ Vague explanation of experience ☐ Non-objective observation of experience ☐ No organization evident; confusing
Reflections/ Personal Response	☐ Reflects well on own work ☐ Provides many examples	☐ Reflects on own work ☐ Provides examples	☐ Some reflection on own work ☐ Provides few examples	☐ Little reflection on own work ☐ Provides very few or no examples
Relevance to Classroom Concepts or Personal Experience	☐ Student listens well in different contexts; relates observations to classroom concepts and/or personal experiences	☐ Student listens in class; relates some observations to classroom concepts and/or personal experiences	☐ Makes minimal reference to what is heard in class or to personal experience	☐ Makes no reference to what is heard in class or personal experiences
Analysis of Experience	☐ Makes many inferences ☐ Comprehends deeper meanings ☐ High level of critical thinking expressed	☐ Makes inferences most of the time ☐ Usually comprehends deeper meanings ☐ Some critical thinking expressed	☐ Some inferences are made ☐ Comprehends surface level meaning ☐ Minimal critical thinking expressed	☐ Few or no inferences are made ☐ No comprehension or reflection on assignment ☐ Little or no evidence of critical thinking
Effort on Assignment	☐ Obvious, detailed effort on assignment ☐ Neat, legible handwriting	☐ Acceptable effort on all parts of the assignment ☐ Legible handwriting	☐ Some effort on assignment ☐ Readable handwriting	☐ Little or no effort on assignment ☐ Illegible handwriting
Faculty Feedback				

Professional Paper Grading Rubric

Student: _____ Date _____

Section			
Introduction Hey!! 15=___	Describes subject and goal of paper **Points 10-15**	Describes topic **Points 1-9**	Topic not defined **Points 0**
Body See!! 50=___	Addresses the following: 1. Building and maintaining clinical competence. 2. Building and maintaining professional leadership. **Points 40-50**	Partially responds to questions. **Points 1-39**	Fails to address questions **Points 0**
Summary So!! 15=___	Succinct summary of topic **Points 10-15**	General comments about the subject **Points 1-9**	Does not fully address topic and issues **Points 0**
Format 20=___	Adheres to APA* format with cover page, body not to exceed two (2) pages, double-spaced in 12-point font. References formatted by APA. **Points 15-20**	Partially adheres to APA format **Points 1-14**	Fails to adhere to APA format **Points 0**
Total 100			

*Use OWL or comparable reference for APA format.

PRESENTATION RUBRIC

	1	**2**	**3**	**4**	**Total**
	Evaluating Student Presentations				
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence the audience can follow.	Student presents information in logical, interesting sequence the audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only basic questions.	Student is at ease with information, answers questions briefly and does not elaborate.	Student demonstrates extensive knowledge, answers all questions thoroughly with elaboration.	
Graphics	Student uses excessive graphics or no graphics	Student's use of graphics limited, rarely supports text and presentation.	Student's appropriate use of graphics relates to text and presentation.	Student's graphics illustrate and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Student's presentation has three misspellings and/or grammatical errors.	Student's presentation has no more than two misspellings and/or grammatical errors.	Student's presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of script; makes no eye contact with audience.	Student mostly reads script and makes occasional eye contact.	Student frequently refers to script and makes frequent eye contact.	Student seldom refers to script and maintains eye contact with audience.	
Speech	Student mumbles, speaks too quietly for students in class to hear; student pronounces words incorrectly.	Student's voice is low; some students in class have difficulty hearing; student pronounces several words incorrectly.	Student's voice is clear. Most audience members can hear presentation; student pronounces most words correctly.	Student uses a clear voice; all students can hear presentation; student pronounces words precisely and correctly.	
				Total Points:	

SKILLS COMPETENCY ASSESSMENT FORM

Student: _____ **Semester:** _____

Preceptor _____

Faculty: _____

Instructions: Students will be evaluated wherever clinical activities occur. Clinical activities occur in Nursing Skills and Simulation Laboratory and agencies.

Scale of 4 to 0 using the following:

       4 = Accomplished (routinely and consistently demonstrates competency);

       3= Proficient (demonstrates competency in most situations);

       2= Evolving (demonstrates basic competency with faculty/preceptor support or reminders)

       1= Developing (Requires direction or support in order to carry out basic competency)

       0 = Unsafe (Unable to demonstrate competencies without direct monitoring or instruction)

       CI = Critical Incidence (requires completion of a critical incident report)

All skills must be Proficient or Evolving for each course competency at the summative evaluation. Skills evaluated as "**Developing" or "Unsafe**" during any formative evaluation will require the student to successfully complete a Learning Contract in conjunction with the student's clinical faculty. The student is required to complete a self-evaluation using this form **prior to** the evaluation appointment with the faculty. The Contract form may be copied.

The skills on the following list are expected to be mastered at level 3 or 4 by the end of the course. Once the skill is demonstrated as mastered the score and date are entered into the chart.

Initial	Follow-up	Clinical Competency Assessment
Date & Grade	Date & Grade	Skill –

Learning Contract

Student _____   Faculty _____

Concern:

Skill Attempt   1   2   3

Objectives (What am I going to learn?)	
Strategies and Resources (How am I going to learn it?)	
Time Frame (When will I need to finish?)	
Evidence of Completion (How will I know that I have learned it?)	
Verification/Evaluation (How will I prove that I have learned it?)	

The signatures below indicate approval/completion of the contract:

_____   _____   _____   _____
Student   Date   Faculty   Date

_____   _____
cc Course Coordinator verifying evidence of completion   Date

Crosswalk of Course Objectives with TBON DECs and AACN Essentials

Objectives	TBON DECs	AACN Essentials
MEMBER OF THE PROFESSION 1. Discuss the value of current literature related to designated biophysical and pathophysiological, advanced, health-care concepts.	I-A 1-4; B 1, 2; D 1; II-D 1 a-c	VIII
2. Incorporate standards of practice for the professional nursing role when providing holistic, culturally sensitive, evidence-based care for individuals and families who are critically ill or in life-threatening situations, such as disasters.	I-B 2; C 3; II-E 8, 9	II
3. Demonstrate responsibility for continued competence in nursing practice.	I B 4	III
4. Develop insight through reflection, self-analysis, self-care and life-long learning	I -B 5	VIII, IX
PROVIDER OF PATIENT-CENTERED CARE 5. Utilize a systematic process to analyze selected, advanced, health-care concepts across the life span.	II-A 1.a; C.1.a; F 1	II, III
6. Describe and evaluate nursing management for selected, advanced, health-care concepts.	II-A 3.a, 4.a, b; C 4 a; E 5;	III, VII
7. Apply learned concepts to exemplars that reflect advanced health-care conditions (status).	II-B 1.b, 4; 3.a, b; E.2; F 2	I, III, IX
8. Analyze the interrelatedness of health-care concepts which support clinical judgments for optimum patient-care outcomes in patients across the life span.	II-B 6; C 6; G 1 a	I, III
9. Incorporate acquired knowledge and skills in addressing critical and life-threatening situations for individuals and communities.	II-B 5; C 1a., 2b;	I, III, VIII
10. Discuss desired actions, side effects, rationale, and nursing implications of pharmacological agents used in the care of patients with advanced health needs involving multiple body systems.	II-B 9; C 3; E 4a, 6a, 7, 12; G 3	I, II, III, VII
11. Create teaching, discharge, and referral plans for patients to facilitate adaptation to health needs involving multiple body systems.	I-A 1-4; B 1, 2; D 1; G 2a, b, 3 a; IV G 3a-c	I, II, III, VII
12. Discuss economic, cultural, and political issues influencing care of patients with advanced health needs.	IV-F 4	VI
PATIENT SAFETY ADVOCATE 13. Use safety alerts and decision supports to prevent harmful occurrences to patients, families, and/or staff during the care of patients.	II-B 10; III-B 1, 2, 4; C	VII, IV, V
14. Recognize clinical conditions that require notification of EMS or Rapid Response Teams.	III-A1, 2, 3; B 4; C 2; D1; E 1, 2; F 1, 2	II, III,
15. Demonstrates safe use of monitoring devices, including the crash cart, AED, and/or LifePak.	IV-F 2 d, e;	V, VII, IX
16. Describe elements of disaster planning and preparedness activities in the community.	IV A 3, b; C 2; D 1	V, VII, IX
MEMBER OF THE HEALTH CARE TEAM 17. Communicate issues related to exemplars for each concept to health-team members.	IV C 4 a, D 1, 3; E 1 a.; F 4 a	III & VI
18. Identify a variety of community resources that assist patients with advanced health problems.	IV A 5; B 2c; D 3; E2; F 1	V, VI, VII, IX
19. Employ collaborative communication principles when working with community groups and organizations to address disaster preparedness and prevention.	IV A 2, C 3; D 1, 3 a; E 1a, b, 3; F 4 a	V, VI, VII, IX