San Sebastian College-Recoletos de Cavite

Cavite City

OUTCOMES-BASED COURSE SYLLABUS
For 1ST Semester, AY 2019

Institute of Nursing
BS in Nursing
(NCM 119) - Nursing Leadership and Management

VISION	We envision San Sebastian College Recoletos de Cavite as a trusted Catholic community of quality learning in the service of God in His creation and humanity.
MISSION	We, the SSCR-de Cavite family, dedicate ourselves to the formation of the community members into Christ-centered, professional and socially responsible leaders of society
CORE VALUES	We value: Prayer: Humility, Faith, Excellence, Marian Devotion Truth: Discipline, Teamwork, Temperance Service: Kindness, Compassion, Temperance, Fortitude, Justice and Prudence
INSTITUTIONAL GOAL	To develop Sebastian Graduates, imbued with Augustinian values, who are God-centered, professionally competent and socially responsible individuals.
INSTITUTIONAL OBJECTIVES	In continuously improving SSC-R de Cavite's formative programs, we pledge to: 1. Collaborate with the parents, alumni, public and private organizations; 2. Refine our research capabilities; 3. Empower students, faculty and staff for their welfare, and for the institution's sustainability and growth 4. Enhance resources significant to the attainment of the institution's goals for its community members; and 5. Deepen our Catholic culture integrate with the Filipino values.
GOAL OF THE COLLEGE	The College of Arts and Sciences is geared towards the development of spiritual, moral character, and personal discipline of students which are properly integrated with the academic program. It aims to develop competencies in communication and psychological skills that will widen intellectual and experiential horizon. Promote better understanding in which will enable the students to embody the essential Recoletos educational qualities of God centeredness, People and Family focus and become service oriented in which they will be able to respond to economic, cultural and political challenges through the knowledge they have acquired.
OBJECTIVES OF THE DEPARTMENT	The Nursing Program aims to provide students quality Christian Education and assists them to develop their potentials to the maximum through: 1.Sensitive a awareness of the health needs of the society and strong commitment to the alleviation of problems arising there from; 2.Acquisition of skills, knowledge and attitudes towards promotion of health and of suffering based on Christian values using the nursing process;

	3.Exposure to various social, economic, cultural and aesthetic activities through related learning experiences in the hospital and community; and 4.Conducting research studies for the improvement of Nursing Care Nursing Education
PROGRAM OUTCOMES	The graduate of BSN should: PO1 Apply knowledge of physical social, natural and health sciences, and humanities in the practice of nursing imbedding Augustinian values. PO2. Provide safe, appropriate and holistic care to individuals, families, population groups and community utilizing nursing process. PO3. Apply guidelines and principles of evidence-based practice in the delivery of care. PO4. Practice nursing in accordance with existing laws, legal, ethical and moral Principles. PO5. Communicate effectively in speaking, writing and presenting using culturally-appropriate language. PO6. Document to include reporting up-to- date client care accurately and comprehensive.lv PO7. Work effectively in collaboration with inter-, intra- and multi-disciplinary and multi-cultural teams PO8. Practice beginning management and leadership skills in the delivery of client care using a systems approach. PO9. Conduct research with an experienced researcher PO10. Engage in lifelong learning with a passion to keep current with national and global developments in general, and nursing and health developments in particular. PO11. Demonstrate responsible citizenship and pride of being a Filipino. PO12. Apply techno-intelligent care systems and processes in health care delivery PO13. Adopt the nursing core values in the practice of the profession PO14. Apply entrepreneurial skills in the delivery of nursing care

ALIGNMENT OF COURSE LEARNING OUTCOMES WITH SSCR-DC GRADUATE ATTRIBUTES	
SSCR dC Graduate Attributes	**Course Learning Outcomes**
God Centered	CLO4
Communitarian and Socially Responsive	CLO2
Professionally Competent	CLO1, CLO2, CLO3, CLO4
Continuously developing Filipino Catholic Sebastian's	CLO4

<use CLO code #>

COURSE LEARNING OUTCOMES VS PROGRAM LEARNING OUTCOMES MAPPING TABLE														
	PROGRAM LEARNING OUTCOMES												
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**
At the end of the course and given simulated and actual conditions/situations, the student will be able to:														
1. assume the leadership role of the professional nurse settings.								√						

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
2. develop leadership and competence in the performance of her responsibilities as a beginning nurse practitioner in the hospital or community setting					√									
3 observe bioethical principles, core values, and standards of nursing care while practicing nursing				√										
4. take part in long life learning to promote the development of beginning professional leadership and management skills										√				
5. determine a well-organized and accurate documentation and reporting system;						√								

<use check in table and adjust column grid based on PLOs>

COURSE LEARNING OUTCOMES VS PROGRAM LEARNING OUTCOMES MAPPING TABLE														
At the end of the course and given simulated and actual conditions/situations, the student will be able to:	PROGRAM LEARNING OUTCOMES													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. assume the leadership role of the professional nurse settings.								D						
2. develop leadership and competence in the performance of her responsibilities as a beginning nurse practitioner in the hospital or community setting					D									
3. observe bioethical principles, core values, and standards of nursing care while practicing nursing				D										
4. take part in long life learning to promote the development of beginning professional leadership and management skills										D				
5. determine a well-organized and accurate documentation and reporting system;						D								

*Level Legend: **I**- introduced concepts/principles; **P**-practiced with supervision; **D** demonstrated across different clinical settings with minimal supervision. Specify the highest level of attainment of the program outcome for each course

<select as apply either IED or LPO, adjust column grid based on PLOs >

COURSE LEARNING PLAN							
COURSE CODE	NCM 119	**COURSE TITLE**	**NCM 119 - Nursing Leadership and Management**	**CREDIT UNITS**	4 units lecture, 3 units lab	**HOURS**	30-45 lecture hours, 153 RLE hours
COURSE DECRIPTION		This course deals with the application of the concepts, principles, theories and methods of developing nursing leaders and managers in the hospital and community-based settings. It also includes ethicomoral/ legal aspects of health care and nursing practice and the nurses' responsibilities for personal and professional growth..					
COURSE PRE-REQUISITE(S)		**NCM 112-Care of Clients with Problems in Inflammatory and Immunologic Response, Perception and**					

	Coordination **NCM 117-Care of Clients with Maladaptive Patterns of Behavior**
Co-requisite	**NCM 118 - Nursing Care of Clients with Life Threatening Conditions/acutelyill/multi-organproblems/high acuity and emergency situations, Acute and Chronic (4 units lecture, 5 units lab)**
COURSE LEARNING OUTCOMES:	At the end of the course, given a group of clients with varied conditions, the student should be able to: 1. assume the leadership role of the professional nurse 2 develop leadership and competence in the performance of her responsibilities as a beginning nurse practitioner in the hospital or community setting 3; observe bioethical principles, core values, and standards of nursing care while practicing nursing 4. take part in long life learning to promote the development of beginning professional leadership and management skills. 5. determine a well-organized and accurate documentation and reporting system

<table>
<tr><th colspan="6" align="center">COURSE COVERAGE</th></tr>
<tr>
<th rowspan="2">Topic Learning Outcomes TLO)</th>
<th rowspan="2">Topics</th>
<th rowspan="2">Time Allot ment (Hrs.)</th>
<th rowspan="2">Performance Indicators / Value(s) Developed/ Assessment Tools</th>
<th>Learning Strategies</th>
<th rowspan="2">Learning Resources</th>
</tr>
<tr>
<th>Classroom Related Learning Experience (SL, Hospital and Community)</th>
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<tr><td colspan="6" align="center">PRELIM</td></tr>
<tr>
<td>TLO 1: Prepare comprehensive lesson plan including:

1:1 Differentiate Leadership and Management

1:2 Identify appropriate roles of a nurse leader/ manager in any given health care

1:3Utilizing the concept of planning, development develop a tactical plan relevant to activity

1:4 List all Nursing Standard Practice</td>
<td>A. Management
1. Definition/description
2. Universal principles of management.
3. Theories of Management
4. Management process.

a. Roles that managers fulfill in an organization

5. Strategic planning process
b. Vision/mission/philosophy/object ives/core values

6. Standards of Nursing Practice</td>
<td>11hrs</td>
<td>The student will be able to develop faith and Marian devotion based on Daily Bread and Reflection Moment

The student will be able to Differentiate Leadership and Management

The student will be able to Identify appropriate roles of a nurse leader/ manager in any given health care

The student will be able to Utilizing the concept of planning, development</td>
<td>Daily Bread and Reflection Moment Lecture-discussion

Interactive Lecture discussions

Critique the vision-mission of one's own institution

Power point presentations

Critique Leadership styles of nurse mangers in the Wards</td>
<td>• Taylor, R. & Webster-Henderson, B.(2017). The essentials of nursing leadership. Los Angeles: Sage.
• Roussel, L., Thomas, Ptricia L. & Harris, James L. (2016). Managemen t and</td>
</tr>
</table>

			develop a tactical plan relevant to activity The student will be able to List all Nursing Standard Practice		Leadership for Nurse Administrators. Seventh Edition. Sudbury,Ma
TLO 2. Discuss management functions. 2:1 Distinguish different organizational structure. 2:2 Identify different types of Modalities of care, 2:3 Differentiate Directing and Leading 2:4 Utilizes formal and informal channels of communication	B. Management Functions 1. Planning 2. Organizing a. organizational structure b. staffing (selection, orientation, job description) c. patient classification system d. scheduling e. modalities of care □ case method □ primary nursing □ team nursing □ modular nursing □ functional nursing □ modified method 3. Directing/Leading a. Leadership Theories b. Leadership Styles c. Leadership Skills □ Case analysis □ Decision making c. Bases for Power d. Principles of Delegation e. Communication f. Motivation Theories g. Time Management h. Conflict Management 4. Controlling a. budgeting □ types of budgeting □ costing of nursing services b. performance evaluation/appraisal □ feedback c. staff development		The student will be able to Discuss management functions. The student will be able to distinguish different organizational structure. The student will be able to Identify different types of Modalities of care, The student will be able to Differentiate Directing and Leading The student will be able to Utilizes formal and informal channels of communication	Critique Organizational chart in the health care facility Class discussions Film showing Power point presentations Gaming	• ssachusetts, Jones and Bartlett Publishers. • Porter-O'Grady, K., & Malloch, K. (2013). Leadership in nursing practice : Changing the landscape of health care. Burlington, MA : Jones & Bartlett Learning. • Crowell, D.M. (2011). Complexity leadership : nursing's role in health care delivery. Philadelphia, PA : F.A. Davis. • Knodel, L.J. (2010). Nurse to Nurse :

	d. quality improvement /quality management □ nursing audits & rounds □ variance reports □ solutions to identified problems				nursing management. New York, NY : McGraw – Hill. SR-NUR 362.173068 K75 2010
TLO3. Justifies basis for nursing actions and Judgment base on Ethico moral aspects of nursing TLO3:1 Assume responsibility and accountability for own decision and actions TLO3:2 Perceives to the national and international code of ethics for nurses TLO3:3 Apply ethical reasoning and decision making process to address situations ethical distress and moral dilemmas TLO3:4 Develop ethico-legal considerations when providing safe, quality and professional nursing care.	D. Professional and Personal Development 1. Ethico moral aspects of nursing a. Code of Ethics for Nurses in the Philippines b. International Council of Nursing (ICN) Code of Ethics for Nurses 2. Legal Aspects of Nursing a. RA 9173 or The Nursing Act of 2002 b. Legal Responsibilities of Nurses c. Other Laws Affecting Nursing Profession and the Nurse (e.g. Magna Carta for Public Health Workers, Labor Code, Rooming In and Breastfeeding Act, Milk Code, Senior Citizens Act, Sexual Harassment, Clean Air Act, Local Government Code, Dangerous Drugs Act, etc.) d. Malpractice and Negligence Act e. Contracts/Wills/ Testament f. Legal protections in the Nursing Service	**1HR exam**	TLO3The student will be able to Justifies basis for nursing actions and Judgment base on Ethico moral aspects of nursing The student will be able to Assume responsibility and accountability for own decision and actions The student will be able to Perceives to the national and international code of ethics for nurses The student will be able to Apply ethical reasoning and decision making process to address situations ethical distress and moral dilemmas The student will be able to The student will be able to Develop ethico-legal considerations when providing safe, quality and		

			professional nursing care.		
			MIDTERM		
TLO4. Take part in Professional organizations and civic activities to obtain a Positive Image of a Professional Nurse

TLO4:1 Implements function according to Roles and Responsibilities of Beginning Nurse Practitioner

TLO4:2 Develop a professional image of the nurse. | 3. Personal /Professional
a. Positive Image of a Professional Nurse
☐ Self assessment
☐ Self awareness
b. Roles and Responsibilities of Beginning Nurse Practitioner
☐ Benner's Theory
☐ Nurse Practitioner
c. Career Planning
☐ Beginning a Job Search
☐ Sources of Job Leads
☐ Developing a Resume
- Elements
- Types
- Writing a Cover Letter
- Developing an Electronic Resume
☐ Tracking Job Leads
☐ Dressing for a successful interview
☐ Answering Interview Questions
☐ Resigning from a nursing position
d. Emerging Opportunities
☐ Fields of Specialization
☐ Expanded Roles of Nurses
☐ Balancing Personal and Professional needs
e. Issues and Trends in Nursing Practice/Education
[migration, aging population, complementary therapy, medical tourism, evidence–based practice, etc.]
f. Nursing Associations
☐ Accredited Professional Organization
☐ Interest Groups | **11hrs**

1 HR Exam | The student will be able to Take part in Professional organizations and civic activities to obtain a Positive Image of a Professional Nurse

The student will be able to Implements function according to Roles and Responsibilities of Beginning Nurse Practitioner

The student will be able to Develop a professional image of the nurse. | Lectures and recitation
Class discussions
Power point presentations

Lectures and recitation
Class discussions
Power point presentations

Assignment
Quiz
Recitations
Written Major Examination

Performance checklist | Anderson, M. (2009). Nursing leadership, management and professional practice for the LPN / LVN : in nursing school and beyond. Philadelphia : F.A. Davis. 36883 | Nur 610.730693 An2 |

		FINALS			
	□ Specialty Organizations 4. Leadership in Community Development				
TLO5. Justify accurate and updated documentation regarding Community diagnosis , health problems, nursing problems TLO5:1 Utilizes a records system ex. Kardex or Hospital Information System (HIS)regarding Community diagnosis, Programs for basic health services TLO5:2 Adapt legal imperatives in record keeping environmental sanitation, communicable disease control) and the nursing components of these programs	b. The Community as a Client □ Community diagnosis–definition, types, components, phases □ Definition of health problems, nursing problems □ Priority setting based on selected criteria □ Strategies in people participation □ Programs for basic health services (maternal and child health, family planning, medical care, environmental sanitation, communicable disease control) and the nursing components of these programs □ Existing government and non-government programs □ Community organization – definition, principles and mechanics □ Leadership training principles and process □ Specific programs and projects of DOH □ Concepts and principles of networking and linkagebuilding □ Evaluation of programs and services □ Recording and reporting system (vital statistics, notifiable disease, services provided to family and community)	**11hrs** **1Hr Exam**	The student will be able to Justify accurate and updated documentation regarding Community diagnosis , health problems, nursing problems The student will be able to Utilizes a records system ex. Kardex or Hospital Information System (HIS)regarding Community diagnosis, Programs for basic health services The student will be able to Adapt legal imperatives in record keeping environmental sanitation, communicable disease control) and the nursing components of	Class discussions Film showing Power point presentations Lectures and recitation Group discussions Power point presentations Role Play Return demonstration Assignments Quizzes Recitations Written Major examination Post Test Word Search Puzzle	Anderson, M. (2009). Nursing leadership, management and professional practice for the LPN / LVN : in nursing school and beyond. Philadelphia : F.A. Davis. 36883	Nur 610.730693 An2

	5. Seminar-Workshop on: • Leadership and Management • Issues and Trends		these programs		

*Attach to the syllabus all rubrics or criteria sheets related to the performance tasks

COURSE REQUIREMENTS AND CLASS POLICY	
Course Requirements	Each student is required to: 1. Exams and quizzes 2.Power Point Project 3. Nursing Care Plan 4. Case Presentation 5. Research and Outreach • Entitle " Sebastinian Cares through Nursing Care" for Barangay ☐ Includes Vital Signs Taking ☐ Nebulization ☐ Random blood Sugar • Entitle" Batang Malusog Malayu kay Dok" for Day Care ☐ Hand Washing ☐ Personal Hygiene ☐ Different Body Parts
Class Policy	A. Students who miss classes are required to submit an admission slip from the Dean's office. They are held responsible for missed lessons and are not excused from taking quizzes and passing assignment. B. No special quizzes are given to students who missed them except for justifiable cases like sickness or death in the family. C. Students who come late are required to seek permission to enter the class. A half point is deducted from their attendance grade. Three (3) tardiness are equivalent to an absence. D. No late reports will be accepted. E. Students are required to be in uniform except on a wash day. They are also required to wear their IDs. Anyone without the ID is expected to present an admission slip from the Dean's office. F. 7 unexcused absences from an MW class and 7 from a TTH class will mean being dropped from the role. G. Those who cannot get their major exams on time will be given a week within which to take it. Otherwise, they will automatically get a failing mark for that exam. H. As soon as the class begins, no one is allowed to leave the room until the class ends. I. Students are invited to seek the assistance of the faculty member on the scheduled consultation hours.

GRADING SYSTEM

Written Works   35 %
Performance Tasks   40%
Major Assessments   25%

Total   100%

The Written Work component ensures that the students are able to express skills and concepts in written form. Written work which includes long quizzes and unit or long test help strengthen test-taking skills among learners. It is strongly recommended that items in long quizzes/tests be distributed across the cognitive process dimensions so that all are adequately covered. Though these, learners are able to practice for each term assessment. Other written work may include essay, written report and other written output.

The Performance Task component allows learners to show what they know about and are able to do the diverse ways. They may create or innovate products or do performance based tasks. Performance based tasks may include skills demonstration, individual or group presentations, oral work, multi-media presentations, case analysis, concept mapping, role playing and research projects. It is important to note that written output may also be considered as performance tasks.

Major Assessment measures student learning at the end of every period (Prelim, Midterm, Final). This maybe in the form of objective tests, performance-based assessment, or a combination thereof.

COURSE REFERENCES

Main References
- A. Soto, C.D.(2017). ECG : Essentials of electrocardiography . Australia : Cengage Learning.
- B. Billings, D. M. (2014). Lippincott's Q & A review for NCLEX-RN. (11th ed.). Philadelphia : Wolters Kluwer/Lippincott Williams & Wilkins Health. SR-NUR 610.73076 B49 2014   39945
- C. Burns, N. (2013). Burns & Grove's understanding nursing research : Building an evidence-based practice. Singapore :St. Louis, MO : Saunders/Elsevier. SR-NUR 610.73072B93 2013 40257
- D. Harrison, R., Daly, L., (2011). A nurse's survival guide to acute medical emergencies. (3rd ed.). Edinburgh : Churchill Livingstone Elsevier.

Books
E-sources :
- E. Smeltzer, SC (2008)Textbook of Medical-Surgical Nursing 11th editon
- F. LeMone P.and Karen Burke (2008) Med-surgical Nursing Critical Thinking in Client Care by 4th edition
- G. Brunner & Suddarth (2010)T extbook Medical-Surgical Nursing 12th edition
- H. Ruth A. Roth (2011)Nutrition Diet Therapy 10th Edition
- I. Linda Kelly DeBruyne, Kathryn Pinna, Ellie Whitney (2016) Nutrition Diet Therapy 9th edition

Prepared by:	Checked by:	Approved by:
Name: Teresita A. Pacion RN.RM.MAN Rank: Full Time Probationary Contact Number: 09272938582 Email: teresitagarciaaceron@yahoo.com Consultation Hours:Thursday10:30-12:00am Date: January 17,2020	MR. FELIXANDER BAGAYAO RL STVL Librarian MRS. MELODY M. LABOG Department Head	Rev. Fr. James Bumangabang, AOR Vice President for Academics

RUBRICS FOR ESSAY

	Focus The single controlling point made with an awareness	Content The presence of ideas develops through, facts examples, anecdotes, details opinions, statistics, reasons and/ or explanations.	Organization The order developed and sustained within and across the paragraphs using transitional devices and including introduction and conclusion.	Style The choice use and arrangement of words and sentence structures.	Convention Grammar Mechanics, spelling usage sentence formation
4	Sharp distinct controlling point made about a single topic with evident awareness of task	Substantial, specific and/ or illustrative content demonstrating strong development and sophisticated ideas.	Sophisticated arrangement and content with evident and/or subtle transitions.	Precise, illustrative use of a variety of words and sentences structures that is appropriate.	Evident control of grammar, mechanics, spelling, usage and sentence formation.
3	Apparent point made about a single topic with sufficient awareness of task.	Sufficiently developed content with adequate elaboration or explanation.	Functional arrangement of content that sustains a logical order with some evidence of transitions.	Generic use of a variety of words and sentence structures that may not be appropriate.	Sufficient control of grammar, mechanics, spelling usage of sentence formation.
2	No apparent point but evidence of a specific topic.	Limited content but with adequate elaboration or explanation.	Confuse or inconsistent arrangement of content with or without attempts at transition.	Limited word choice and control of sentences structures.	Limited control of grammar, mechanics, spelling, usage and sentence formation.
1	Minimal evidence of a topic.	Superficial or minimal content.	Minimal control of content arrangement.	Minimal variety of word and choice and minimal control of sentence structures.	Minimal control of grammar, mechanics, spelling usage of sentence formation.

Adopted from JENNY TUAZON Rubrics for Essay

RUBRICS FOR REFLECTIVE JOURNAL

Criteria	Below Average	Average	Above Average
Observation and insights **15**	Simplistic observation provides Little or no insight, comment or analysis more descriptive than reflective 0-7	Adequate degree of observations some insight and analysis, reflections and outcome considered but lack depth 8-11	Sophisticated and thoughtful observations, high degree of insight, and analysis, evidence that outcomes have been proceed and reflected upon 12-15
Language and structure **5**	Not well organize predominantly Descriptive with minimal interpretation or reflection, poor vocabulary and grammar, numerous error 0-1	Better structure with a logical progression, use of limited interpretation and reflections, competent vocabulary and grammar and occasional errors. 2-3	Excellent coherence and progression, ideas and observation are well structured, effective and accurate use of vocabulary and grammar, very few errors. 4-5
Comments and Discussion **5**	Rarely engage with other group members on the pertinent issues and discussion. 0-1	Engage with other group members on the pertinent issues and discussion, questions, or support the group members' arguments with relevant evidence. 2-3	Actively engage with other group members on pertinent issues and discussions, convincingly questions or support the group member's arguments with relevant evidence, introduces new perspective. 4-5

Adopted from :wordpress.com/reflective-journal-rubrics

RUBRIC FOR CASE PRESENTATION

	Unacceptable 0 pts	Developing 1 pts	Accomplished 2 pts	Exceptional 3 pts
Biographical Data 3 pts	**Unacceptable** Not written.	**Developing** Fairly written, missed information.	**Accomplished** written most of information.	**Exceptional** All information obtained.
Past Medical	**Unacceptable**	**Developing**	**Accomplished**	**Exceptional**

History 3 pts	Faculty may assign "0" points when work in the category is far below what is expected from an undergraduate-level student in this program.	History is scant. The majority of vital information is missing relating to the chief complaint.	History is age/gender appropriate and contains pertinent information. However, it is missing some vital points relating to the chief complaint.	History is complete and age/gender appropriate. It is written in logical format.
Assessment 9 pts				
	Unacceptable 0 pts	**Developing 1 pts**	**Accomplished 2 pts**	**Exceptional 3 pts**
Physical Examination 3 pts	Unacceptable Faculty may assign "0" points when work in the category is far below what is expected from an undergraduate-level student in this program	Developing *Appropriate physical examination is incomplete. The information obtained would not be sufficient to support the diagnosis.	Accomplished *Physical exam is appropriate for the chief complaint but there are pertinent systems or special tests missing.	Exceptional *Physical exam has been completed as instructed, is age/gender appropriate, relates to the chief complaint, and pertinent findings.
Labs/Diagnostic Tests 3 pts	Unacceptable Faculty may assign "0" points when work in the category is far below what is expected from an undergraduate-level student in this program	Developing The majority of the appropriate tests are missing.	Accomplished The majority of the appropriate tests have been ordered. There are one or more missing.	Exceptional All appropriate labs and diagnostic tests are recorded.
Assessment 3 pts	Unacceptable Faculty may assign "0" points when work in the category is far below what is expected from an undergraduate-level student in this program	Developing The main problem is not listed.	Accomplished The assessment lists the chief complaint/main problem for the patient but one or more problems is missing.	Exceptional The assessment lists ALL of the pertinent problems for the patient, not just the chief complaint.
Treatment 3 pts				
	Unacceptable 0 pts	**Developing 1 pts**	**Accomplished 2 pts**	**Exceptional 3 pts**
Treatment Overview 3 pts	Unacceptable Faculty may assign "0" points when work in the category is far below what is expected from an undergraduate-level student in this program	Developing The summary of treatment is poor and many facts are omitted.	Accomplished The summary of treatment is adequate with some facts omitted.	Exceptional There is a complete discussion of the actual treatment including rationale for each aspect of treatment.
Style 12 pts				
	Unacceptable 0 pts	**Developing 1 pts**	**Accomplished 2 pts**	**Exceptional 3 pts**
Organization 3 pts	Unacceptable Faculty may assign "0" points when work in the category is far below what	Developing The paper does not relay adequate information on the	Accomplished The paper relays infomation but is slighlty disorganized.	Exceptional The paper is well-written in a logical, orgainzed manner.

	is expected from an undergraduate-level student in this program	subject, is disorganized and difficult to follow.		
APA **3 pts**	Unacceptable Faculty may assign "0" points when work in the category is far below what is expected from an undergraduate-level student in this program	Developing The paper does not follow the current APA Manual of Style guidelines.	Accomplished The majority of the paper follows the current APA Manual of Style guidelines.	Exceptional All of the paper follows the current APA Manual of Style gudelines.
Content **3 pts**	Unacceptable Faculty may assign "0" points when work in the category is far below what is expected from an undergraduate-level student in this program	Developing The paper is poorly written with incomplete data and communication of thought.	Accomplished There are topics throughout the paper which should have been explained more thouroughly.	Exceptional The length of the paper is appropriate to communicate the ideas presented professionally.
Refernces **3 pts**	Unacceptable Not written.	Developing Wrote 1 reference only.	Accomplished Wrote 2 References, including websites.	Exceptional Wrote 3 or more references including websites.

RUBRIC FOR NURSING CARE PLAN

Nursing Care Plan Rubric

A rubric that provides an objective basis for creating and grading care plans. Score from 0-100%.

	Incomplete 5 pts	Poor 10 pts	Fair 15 pts	Good 20 pts
Assessment Includes subjective, objective and historical data that support actual or risk for nursing diagnosis.	Incomplete Assessment portion is incomplete.	Poor Does not include all pertinent data related to nursing diagnosis. May also include data that does not relate to nursing diagnosis.	Fair Includes all pertinent data related to nursing diagnosis, but also includes data not related to nursing diagnosis.	Good Includes all pertinent data related to nursing diagnosis and does not include data that is not related to nursing diagnosis.
Diagnosis Includes the most appropriate diagnosis for patient and ordinal number that includes all appropriate parts (stem, related to or R/T, and as evidenced by AEB for actual diagnosis) and is NANDA approved.	Incomplete Diagnosis portion is incomplete.	Poor Diagnosis is not appropriate for patient and ordinal level (first diagnosis, second diagnosis, etc). May also not be NANDA and may not include all parts.	Fair Diagnosis is appropriate for patient and ordinal level, and diagnosis is NANDA approved, but does not include all parts or information is listed in wrong part of diagnosis.	Good Diagnosis is appropriate for patient and ordinal level, and diagnosis is NANDA approved. Diagnosis also includes all parts and information is listed in correct part of diagnosis.
Planning (Goal Setting) Includes a patient or family goal that is most appropriate for the patient/family and the nursing diagnosis. Goal should be measurable by at least two criteria and have a target date or time.	Incomplete Goal portion is incomplete.	Poor Goal statement is not patient or family oriented and may not have measurable criteria or a target date or time.	Fair Goal statement is patient or family oriented, and contains at least one measurable criteria or a target date/time.	Good Goal statement is patient or family oriented, and contains two measurable criteria and a target date or time.

Implementation (Interventions Includes interventions or nursing actions that directly relate to the patient's goal, that are specific in action and frequency, are labeled "I" for independent and "C" for collaborative, and include a referenced rationale with page number (if applicable). Number of interventions should be appropriate to help patient or family meet their goal.	Incomplete Interventions portion is incomplete.	Poor Interventions portion does not include adequate number of interventions to help patient/family meet goal. Interventions may also not be specific, labeled or listed with rationales.	Fair Interventions portion contains adequate number of interventions to help patient/family meet goal, but interventions may not be specific, labeled or listed with rationales.	Good Interventions portion contains adequate number of interventions to help patient/family meet goal, and interventions are specific in action and frequency, labeled with "I" or "C" and are listed with referenced rationales.
Evaluation Includes data that is listed as criteria in goal statement. Based on this data, goal is determined to be met, partially met, or not met. If goal was not met or partially met, plan of care is revised or continued and a new evaluation date/time is set.	Incomplete Evaluations portion is incomplete.	Poor Evaluation portion does not contain data that is listed as criteria in goal statement. May also not describe goal as met, partially met, or not met. May also not include revision or new evaluation date/time.	Fair Evaluation portion does contain data that is listed as criteria in goal statement, but does not describe goal as met, partially met, or not met. May also not include revision or new evaluation date/time.	Good Evaluation portion does contain data that is listed as criteria in goal statement. Does describe goal as met, partially met, or not met. If goal was partially met or not met, includes revision and/or new evaluation date/time.

Grading Rubric for a Power Point Project

	5 Excelent	4 Good	3 Fair	2 Poor	1 Incomplete
Content	**Content is accurate and information is presented in a logical order.**	**Content is accurate but some information is not presented in a logical order, but is still generally easy to follow**	**Content is accurate but information is not presented in a logical order, making it difficult to follow.**	**Content is questionable and information is not presented in a logical order, making it difficult to follow.**	**Content is inaccurate and information is not presented in a logical order, making it difficult to follow.**
Slide Creation	**Presentation flows well and logically. Presentation reflects extensive use of tools in a**	**Presentation flows well. Tools used correctly. Correct number of slides. Overall presentation is interesting**	**Presentation flows well. Some tools used to show acceptable understanding. Correct number of slides.**	**Presentation is unorganized. Tools are not used in a relevant manner. Lacking in number of slides.**	**Presentation has no flow. No tools used. Insufficient number of slides.**

	creative way. Correct number of slides.				
Slide Transition	Transitions are smooth and interesting. Transitions enhance the presentation.	Smooth transitions are used on most slides.	Smooth transitions are used on some slides.	Very few transitions are used and/or they distract from the presentation.	No transitions used.
Pictures, Clip Arts & Back grounds	Images are appropriate. Layout of images is pleasing to the eye.	Images are appropriate. Layout is cluttered.	Most images are appropriate.	Images are inappropriate.	No images
Mechanics	No spelling errors. No grammar errors. Text is in authors' own words.	Few spelling errors. Few grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Most of text is in authors' own words.	Many spelling errors and/or text is copied.
Technology Connection	Comprehensive use of technology is apparent.	General Understanding of technology	Acceptable understanding of technology.	Little understanding of technology.	No understanding of technology.