COURSE NUMBER
NUR 4308

COURSE TITLE
Nursing Management and Leadership

CREDITS
Three Semester Credit Hours (3-0-0)
Online Class: Meets completely online using Blackboard

PREREQUISITE
RN-BSN Student: RN Licensure

PREREQUISITE COURSES
None

CO-REQUISITE
None

OTHER PREREQUISITES
RN-BSN Student with Unencumbered RN Licensure; Core Compliant (must have all prerequisite courses for BSN degree completed)

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of online course delivery. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for ASU Library and for Blackboard are available through Ram Port. The ASU Undergraduate Nursing Handbook should be reviewed before taking this course. http://www.angelo.edu/dept/nursing/handbook/index.html

COURSE DELIVERY
This is an online course offering. http://blackboard.angelo.edu IT Support is available at 325-942-2911 or 866-942-2911. For online classes, the level of academic rigor is parallel to that of a face-to-face section of the same course and is aligned with departmental standards. Students are advised to approach this course with the same commitment they would make to a face-to-face course.

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserves the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

*Be sure to perform a browser test. Select the “Technology Support” tab from the Blackboard homepage: blackboard.angelo.edu Select “Browser Test” option.

*Please see technical requirements for BSN classes at this link: http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php

FACULTY
Dr. Kelly Michael, Assistant Professor
OFFICE HOURS
CST/USA (Virtual)  **Tue:** 1:00 PM - 4:00 PM,  **Wed:** 1:00 PM - 4:00 PM, and By Appointment.

I strive to respond to messages within 24 to 36 hours during the work week. **If you have a question and an email response would suffice, then let me know when you contact me.** Weekend messages may not be returned until Monday. Depending on the nature of the meeting we may employ use of the telephone, Blackboard Collaborate, or Google Hangout.

**TIME ZONE**
ASU and this faculty are on Central Standard Time (CST). All due dates and times in this syllabus are CST.

**COURSE DESCRIPTION**
Current theories of management, leadership, change, and quality improvement are explored and related to the nursing process in delivering health care to individuals, families, groups, community, and society. The student will apply concepts of leadership, management, and quality improvement to nursing practice. An application-based practice experience is required.

**COURSE OVERVIEW**
Nursing Management and leadership is the foundation for the improvement of nursing practice and patient outcomes through the application of knowledge and understanding of the history, terminology and impact of nursing leadership and management theories in the promotion of nursing professionalism in patient care and safety.

**BSN PROGRAM OUTCOMES**
Upon program completion, the BSN graduate will be prepared to:

<table>
<thead>
<tr>
<th>BSN PROGRAM OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Integrate nursing and related theories into the planning and/or delivery of safe nursing care.</td>
</tr>
<tr>
<td>2. Engage leadership concepts, skills, and decision-making in the planning and/or implementation of patient safety and quality improvement initiatives.</td>
</tr>
<tr>
<td>3. Identify and appraise best research evidence to improve and promote quality patient outcomes.</td>
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<tr>
<td>4. Utilize technology to access information; evaluate patient data, and/or document care.</td>
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<tr>
<td>5. Participate in political/legislative processes to influence healthcare policy.</td>
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<tr>
<td>6. Engage in effective collaboration and communication within interdisciplinary teams.</td>
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<tr>
<td>7. Design and/or implement health promotion &amp; disease prevention strategies for culturally competent care.</td>
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<tr>
<td>8. Demonstrate standards of professional, ethical, and legal conduct.</td>
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<tr>
<td>9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse to plan, and/or implement patient centered care.</td>
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</tbody>
</table>
### Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to BSN Program Outcomes</th>
<th>Mapping to BSN Essentials</th>
<th>Mapping to QSEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Differentiate between the roles of manager and leader.</td>
<td>Group discussion board forums, quizzes</td>
<td>8</td>
<td>VIII Professionalism and Professional Values</td>
<td>Quality Improvement (QI) Safety (S)</td>
</tr>
<tr>
<td>2. Examine self to determine leadership competencies and limitations.</td>
<td>Group discussion board forums, quizzes</td>
<td>8</td>
<td>VIII Professionalism and Professional Values</td>
<td>Quality Improvement (QI) Safety (S)</td>
</tr>
<tr>
<td>3. Plan strategies to improve leadership competencies.</td>
<td>Group discussion board forums, quizzes, Leadership Project</td>
<td>2</td>
<td>II Basic Organizational and Systems Leadership for Quality Care and Patient Safety</td>
<td>Quality Improvement (QI) Safety (S)</td>
</tr>
<tr>
<td>4. Select and apply a leadership style in promoting competence to a present situation.</td>
<td>Group discussion board forums, quizzes, Leadership Project</td>
<td>6</td>
<td>VI Inter-professional Communication and Collaboration for Improving Patient Health Outcomes</td>
<td>Teamwork &amp; Collaboration (TC)</td>
</tr>
<tr>
<td>5. Analyze principles and theories of leadership of health care providers and compare them to the corresponding characteristics of leaders in the clinical setting.</td>
<td>Group discussion board forums, quizzes</td>
<td>2</td>
<td>II Basic Organizational and Systems Leadership for Quality Care and Patient Safety</td>
<td>Patient-Centered Care (PCC) Safety (S)</td>
</tr>
</tbody>
</table>

### Required Texts and Materials


### Other Required Materials

Refer to Angelo State University’s Distance Education website for further technology requirements: [http://www.angelo.edu/online-education/technology_requirements.php](http://www.angelo.edu/online-education/technology_requirements.php)

### Recommended Texts

No additional texts recommended.
TOPICAL OUTLINE

• Introduction to Nursing Management and Leadership
• Change and Innovation
• Capacity to Lead
• Conflict Skills for Clinical Leaders
• Staffing, Scheduling & Patient Care Assignments
• Principles of Ethical Decision Making
• Leadership: The Foundation of Practice Partnership
• Resources for Healthcare Excellence
• Navigating the Care Network
• Managing Your Career: A Lifetime of Opportunities & Obligations
• Policy, Legislation, Licensing and Professional Nurse Roles
• Delegation and Supervision: Essential Foundations for Practice
• Overcoming the Uneven Table: Negotiating
• Accountability and Ownership
• Integrating Lifelong Learning

GRADING SYSTEM

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course. Please note, grades are not rounded up:
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%

EVALUATION AND GRADES

Graded activities and percent of the overall course grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight/Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group discussions (8)</td>
<td>40</td>
</tr>
<tr>
<td>Quizzes (3)</td>
<td>20</td>
</tr>
<tr>
<td>Leadership Project (see below)</td>
<td></td>
</tr>
<tr>
<td>Part A: Formal Paper</td>
<td>20</td>
</tr>
<tr>
<td>Part B: PowerPoint™ Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

TEACHING STRATEGIES

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

ASSIGNMENT DESCRIPTIONS

*Please note: Rubrics for all assessments are located at the end of this syllabus.

Discussion Board Activities:
Discussion Boards provide an avenue for synthesis of material / information. Discussion Board Forums are provided in this course as a way to help students process course materials, express thoughts, and engage others’ opinions and ideas in a healthy and productive learning environment.


Course Content Quizzes
There will be 3 (three) quizzes covering the material in the learning modules. Each quiz will have essay, short answer and/or multiple-choice questions. Access and submission information will be given you by your Course Instructor. See the Course Calendar for scheduled quizzes.

Self-Selected Leadership Project
In lieu of a mid-term and final exam, students will be expected to develop and complete a Leadership Project composed of a Formal Paper (Part I) and a PowerPoint™ Presentation (Part II). Each student is expected to select a Leadership topic of their choosing, perform a literature review, develop and submit a formal paper and prepare and submit a PowerPoint™ presentation regarding the topic. The content of these assignments parallels the text content and can include quality improvement, patient safety, interdisciplinary care, patient-centered care, and transforming nursing practice through leadership. Students will be given the opportunity to participate in peer review in several discussion board forums to offer and receive feedback about the developing topics and PowerPoint™.

GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following documents:
- University Catalog located on the ASU website: https://www.angelo.edu/catalogs/
- University Undergraduate Nursing Handbook, located on the Nursing website  http://www.angelo.edu/dept/nursing/handbook/index.html

IMPORTANT UNIVERSITY DATES
See Academic Calendar at: http://www.angelo.edu/services/registrars_office/academic_calendar.php
August 28    First Day of Class
September 1    Last day to register or make changes
September 4    Holiday
November 3    Last day to drop a class or withdraw from the University for this Semester.
Forms must be received by 5:00 p.m. CDT. * / **
November 22-24    Thanksgiving Holiday
December 11-15    Final Exams Week
December 15    Fall Semester ends
December 16    Fall Commencement
* https://www.angelo.edu/content/forms/290-drop-request-form-for-online-courses-only https://www.angelo.edu/services/saem/withdrawal_form.php
** Notify your faculty if you plan to drop or withdraw. A general understanding of the circumstances will be helpful for program development.

STUDENT RESPONSIBILITY & ATTENDANCE
This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings and activities which you will have to complete to be able to adequately participate in individual and group assessments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, etc. Students are expected to engage in course activities and submit work by due dates and times. All activities and assignments are listed for Central Standard Time (CST). The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate.

Full participation in the course is a professional expectation and required for successful and satisfactory completion of all course objectives. Online classroom attendance is evidenced by timely participation in the discussion board assignments and other activities assigned in the Modules on Black Board. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week, on average. Failure to participate in a timely manner to any weekly discussion or assigned activity is an absence. Absences diminish the student’s ability to meet course objectives and contribute to a failure of the course. Students are expected to check their ASU e-mails daily to ensure that they do not miss important announcements addressed to the student individually and/or to the class.
Course Instructors strive to grade all assignments, quizzes and papers within one week after the due date. Students may contact the instructor and discuss concepts missed on the quizzes. Contact your instructor for any questions you may have regarding quizzes.

COMMUNICATION
Faculty will respond to email and/or telephone messages within 24 to 36 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

- **Written communication via Blackboard:** It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.
- **Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.
- **Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone, Blackboard Collaborate, or Google Hangouts.

**Use Good "Netiquette":**
- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms. /Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom)

ASSESSMENT SUBMISSION
In this class, all assessments need to be submitted through the Assessments link in the Blackboard course site unless otherwise instructed by your course Instructor. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assessment submission, email your professor at robert.michael@angelo.edu and attach a copy of what you are trying to submit. This approach lets me know you completed the assessment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assessment through the appropriate link (grades cannot be assigned until student work is submitted in the appropriate spot). This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

LATE WORK OR MISSED ASSESSMENTS POLICY
Dates for assessments are posted. Failure to submit your assessments on the assigned date will result in a five percent deduction for each day after the posted deadline. No papers or postings will be accepted more than one week past the assigned due date.

LIFELINE POLICY: I realize that unforeseen minor circumstances occasionally arise. Therefore, each student is allowed one lifeline this semester. A lifeline is a 4 hour extension that can be redeemed on any single assessment (except the final culminating group project) without explanation or penalty. To redeem your lifeline, simply write “Lifeline” at the top of your assessment.
ACADEMIC HONESTY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Nursing Department adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2016-2017) http://www.angelo.edu/content/files/17358-university-honor-code. The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers may be subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php.

PERSONS WITH DISABILITIES
“Disability Services is part of the Office of Student Affairs at Angelo State University. Angelo State’s Office of Student Affairs works to ensure that qualified students with disabilities have equal access to all institutional programs and services. The office advocates responsibly for the needs of students with disabilities and educates the campus community so that others can understand and support students with disabilities.”

The following includes contact information for Disability Services at ASU: ada@angelo.edu / 325-942-2047 / Fax: 325-942-2211 / Houston Harte University Center, 112, ASU Station #11047, San Angelo, TX 76909

ASU STUDENT COMPLAINT AND GRIEVANCE POLICY
Angelo State University complies with the Commission’s policy on Complaint Procedures against the Commission or its Accredited Institutions. As summarized in Federal Requirement 4.5, Student complaints, ASU maintains a reasonable and well publicized set of policies and procedures for addressing complaints and appeals submitted by students.

Policies governing various types of student grievances are published in the Student Handbook 2011–2012, which is available through the institutional website on the Student Life page, and include the following:


NOTE: Policies regarding Title IX requirements concerning the handling of sexual harassment and sexual assault complaints are currently being reviewed by the Texas Tech University System (TTU System). This review process, to be completed by late summer 2012, will result in a uniform set of policies across the TTU System. Revisions will be incorporated into the ASU Student Handbook for the fall 2012 semester.

Grade grievance procedures (Student Handbook 2016–2017, pp. 8-9). Grade grievance procedures are also published in the ASU operating policies and procedures (ASU OP 10.03, Grade Grievance) and in the institutional catalogs (ASU Undergraduate Catalog 2016–2017, p. 323; ASU Graduate Catalog 2016–2017, p. 34).
INCOMPLETE GRADE POLICY  (OP 10.11 Grading Procedures)
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

WEBLINKS:
Board of Nursing for the State of Texas http://www.bne.state.tx.us/
BSN Student Resources http://www.angelo.edu/dept/nursing/online_learning.php
Computer Requirements: http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php

WITHDRAWAL FROM CLASS
Students wishing to drop the class must do so before the final drop date. If a student does not drop before the official last drop date, he/she will receive an F in the class as their final grade if their work is not up to the required standard. The University Calendar and online drop slips are available in the University links provided online.
University Calendar Drop Request for Online Courses

COURSE EVALUATION
Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. ASU uses the IDEA Student Ratings of Instruction Learning Objectives.

COURSE DISCLAIMER:
Although it is never the intention of course instructors to offend anyone, we find that on rare occasions students do become offended during discussions. The nature of the content of management and leadership nursing may lead to someone being offended by ideas read or presented, or someone’s ideas or opinions shared. Our purpose is to encourage you to consider, objectively, the viewpoints reflected in other’s works as you examine your own views, assumptions, and preconceptions in an attempt to formulate an informed, thoughtful, and defensible position. It is not the intent of this class to “indoctrinate” you into any particular point of view, persuade you to adopt any specific position, or even “challenge” your personal beliefs. The hope is that, together, we can all remain as objective as possible and keep our discussions on a high intellectual plane.
Fatal Error Policy:

Rationale: Effective communication of ideas and information with members of the nursing community and the general public is an important skill for all nurses to develop. Documents containing grammatical and spelling errors can distract and frustrate the reader. If your papers contain these types of errors, it will be difficult for me to focus on the content written and grade fairly. For this reason, I use a fatal error policy, which allows you to correct your mistakes in exchange for a penalty of a letter grade, rather than failing the assignment.

Policy: Papers containing more than 3 of the following errors will be returned without a grade. You will have 24 hours to fix the error(s) and resubmit the paper. Resubmitted papers will be graded, but will only be marked at 89% of the earned grade. So, the highest grade you can make if your paper must be resubmitted is a B.

List of fatal errors: ¹
1. misspelled words (run spell-check)
2. misused words (eg. "proven", affect/effect, absorbance/absorbency)
3. improper use of singular or plural forms of scientific words
4. sentence fragments
5. run-on sentences or comma splices
6. improper formatting of medical terminology / scientific names
7. capitalization mistakes
8. serious errors in punctuation that obscure meaning
9. errors in verb tense or subject/verb agreement
10. first person pronouns
11. other serious grammatical errors
12. lack of conformity with assignment format
13. each improper citation, or lack of citation where one is needed
14. blocks of quotations strung together with linking words or minimal original writing
15. improper formatting of tables and figures
16. lack of units reported on quantitative data

Avoiding fatal errors: While the spelling and grammar check features on word processing programs are helpful, their suggestions aren't always correct. So please use other methods of proofreading. Read the paper yourself. Have someone else read your paper. Use the University writing center. Use a dictionary or composition book to assist you when you are uncertain of spelling or grammar.


NOTE***
RUBRICS ABOUT YOUR ASSIGNMENTS START ON NEXT PAGE
# Rubric for Discussion Board Assignments

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Assignment Posting</strong> 70%</td>
<td>Posts a well-developed answer to the Discussion Board. Fully addresses all questions on the assigned topic. Concepts linked correctly. 3 points</td>
<td>Posts a developing answer to Discussion Board. Concepts mentioned, but minimal linkage. Addresses more than one aspect of the assigned topic, but not all aspects. 2 points</td>
<td>Posts a minimal answer to Discussion Board, minimal to no development of concepts. Addresses none or one aspect of the assigned topic 1 point</td>
<td>Posts no assignment. 0 points</td>
</tr>
<tr>
<td><strong>Follow-Up Postings (If applicable to posting)</strong> 25%</td>
<td>Demonstrates analysis of two other posts and extends meaningful discussion by building on previous posts. 3 points</td>
<td>Elaborates on an existing posting with further comment or observation, but does not extend meaningful discussion by building on previous posts. 2 points</td>
<td>Posts minimal contribution to discussion (e.g., agrees or disagrees); does not enrich discussion. 1 point</td>
<td>Posts no follow-up responses to others. 0 points</td>
</tr>
<tr>
<td><strong>Scholarly writing and formatting</strong> 5%</td>
<td>Always uses consistent citation style and cites all sources. No mistakes noted. 3 points</td>
<td>Routinely uses consistent citation style and cites sources. Two or fewer mistakes noted. 2 points</td>
<td>Occasionally uses consistent citation style and cites sources. Greater than two mistakes noted. 1 point</td>
<td>Does not cite sources or use consistent style. 0 points</td>
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</tbody>
</table>

# Rubric for Formal Paper Assignment

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific Project Items</strong> 70%</td>
<td>Title Page / Body of Paper / Reference Page present and meet Guidelines Requirements 63-70 Points</td>
<td>Minor issues with required components but all component present 56-62 Points</td>
<td>Minor issues with required components and or/not all component present 49-61 Points</td>
<td>No paper or majority of requirements not present 0 - 48 Points</td>
</tr>
<tr>
<td><strong>Evidence of evaluation and synthesis of material</strong> 20%</td>
<td>Always uses concepts and terminology appropriately; when applicable, Always provides appropriate examples; Answers always presented in a format that is organized and easy to follow; evidence of insightful evaluation and synthesis is always present 18-20 Points</td>
<td>Most of the time uses concepts and terminology appropriately; when applicable, most of the time provides appropriate examples; presented in a format that is most often organized and easy to follow; evidence of insightful evaluation and synthesis is most often present 16-17 Points</td>
<td>Occasionally uses concepts and terminology appropriately; when applicable, occasionally provides appropriate examples; format is occasionally organized and easy to follow; evidence of insightful evaluation and synthesis is occasionally present 14-15 Points</td>
<td>Does not use concepts and terminology appropriately; Does not provide examples; Answers not organized and easy to follow; Lacks evidence of insightful evaluation and synthesis 0-13 Points</td>
</tr>
<tr>
<td><strong>Quality and Integrity of the Paper</strong> 10%</td>
<td>Writing is free of typos, spelling errors, grammatical errors - See Fatal Error List in syllabus Writing is professional, clear, well-developed, has a logical flow. Supports thoughts and ideas with professional literature; thoughts and ideas are original 9-10 Points</td>
<td>Routinely uses consistent citation style and cites sources. Two or fewer APA mistakes noted. 8 Points</td>
<td>Occasionally uses consistent citation style and cites sources. Greater than two APA mistakes noted. 7 Points</td>
<td>Does not cite sources or use consistent style. 1 - 6 Points</td>
</tr>
</tbody>
</table>
## Rubric for Power Point Presentation Assignment

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Level of Detail of Required Components:</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(1) Title Slide</td>
<td>• Selects an appropriate title for the presentation</td>
<td>• Unclear title for the presentation or no title slide</td>
<td>1. - Title Slide (0 - 3.4 pts) • Inappropriate title for the presentation or no title slide</td>
</tr>
<tr>
<td>(2) Purpose Slide</td>
<td>2. Purpose – Slide (9 - 10 pts) • Provides overall goal of presentation &amp; includes a clear statement of the identified need</td>
<td>2. Purpose – Slide (7 - 8 pts) • Provides overall goal of presentation or clear statement of the identified need, but not both</td>
<td></td>
</tr>
<tr>
<td>(3) Behavioral Objectives Slide</td>
<td>3. Behavioral Objectives – Slide (9- 10 pts) • Provides 3-5 measurable objectives written from the perspective of the identified audience.</td>
<td>3. Behavioral Objectives – Slide (7- 8 pts) • Provides less than 3 measurable objectives written from the perspective of the identified audience.</td>
<td>3. Behavioral Objectives – Slide (0 - 6 pts) • Objectives not clear /minimal or no slide.</td>
</tr>
<tr>
<td>(4) Body of Presentation</td>
<td>4 - Body of Presentation (54 - 60 pts) • 1 to 3 slides for each objective unless it’s an in depth objective that has multiple parts and needs more than 3 slides. Slides offer a discussion of literature on the particular objective.</td>
<td>4 - Body of Presentation (42 - 53 pts) • Slides for most objectives present, but not sufficient for information being presented.</td>
<td>4 - Body of Presentation (0-41 pts) • Minimal or no body of presentation slides</td>
</tr>
<tr>
<td>(5) References Slide</td>
<td>5 – Reference Slide (4.5 - 5 pts) • Well-developed Reference slide(s) in APA style; Uses at least 2 current peer-reviewed articles (published within the last 4 years) and other scholarly information (books, etc.) for support</td>
<td>5 – Reference Slide (3.5 - 4.4 pts) • Reference slide(s) has APA style mistakes; Uses at least 1 current peer-reviewed articles (published within the last 4 years) and other scholarly information (books, etc.) for support</td>
<td>5 – Reference Slide (0 - 3.4 pts) • Reference slide(s) not in APA style; No current peer-reviewed articles (published within the last 4 years) and other scholarly information (books, etc.) for support</td>
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<td><strong>2. Quality &amp; Integrity</strong></td>
<td>• Uses appropriate, consistent, and interesting slide selections (fonts, colors, pictures / graphics &amp; background) • Slides are free of typos, spelling, or grammatical errors</td>
<td>• Minor issue with appropriate, consistent, and interesting slide selections (fonts, colors, pictures / graphics &amp; background) • Uses at least 1 current peer-reviewed articles (published within the last 4 years) and other scholarly information (books, etc.) for support</td>
<td>• Inappropriate, inconsistent, and lacks interesting slide selections (fonts, colors, pictures / graphics &amp; background) • Uses no current peer-reviewed articles (published within the last 4 years) and other scholarly information (books, etc.) for support</td>
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<td></td>
<td>9 - 10 Points</td>
<td>7-8 Points</td>
<td>0-6 Points</td>
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