COURSE NUMBER
NUR 4349

COURSE TITLE
Baccalaureate Nursing Practice

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

PREREQUISITE COURSES
RN-BSN Student with Unencumbered Texas RN Licensure; Core Compliant

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of on-line 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 “Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu) Select “Test your Browser” option. Please see technical requirements for BSN classes at this link under Online Learning: http://www.angelo.edu/dept/nursing/rn-bsn_program.php
FACULTY
Wrennah L. Gabbert, PhD, RN, CPNP, FNP-BC
Office: VIN 164
Phone: (325) 942-2224
E-mail: Wrennah.Gabbert@angelo.edu
Fax: (325) 942-2236

VIRTUAL OFFICE HOURS
Virtual office hours (email or telephone) by arrangement with instructor. Please arrange virtual office hours consultation times by email or phone.

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

COURSE DESCRIPTION
This course is designed to synthesize contemporary nursing knowledge introduced in previous courses and to apply this knowledge to a professional nursing practice area of the student's choice. Options for role delineation include management/leadership, patient education, or provider of care in acute care or community based settings.

COURSE DESCRIPTION
Baccalaureate Nursing Practice is a capstone course for the RN to BSN track program. This course is designed to synthesize contemporary nursing knowledge introduced in previous courses and to apply this knowledge to a professional nursing practice area of the student’s choice.

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

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

THE ESSENTIALS OF BACCALAUREATE EDUCATION FOR PROFESSIONAL NURSING PRACTICE
(complete list at: http://www.aacn.nche.edu/publications/order-form/baccalaureate-essentials)

1. Liberal education for baccalaureate generalist nursing practice
2. Basic organizational and systems leadership for quality care and patient safety
3. Scholarship for evidence-based practice
4. Information management and application of patient care technology
5. Healthcare policy, finance, and regulatory environments
6. Inter-professional communication and collaboration for improving patient health outcomes
7. Clinical prevention and population health
8. Professionalism and professional values
9. Baccalaureate generalist nursing practice

QSEN COMPETENCIES (complete list at: http://qsen.org/competencies/pre-licensure-ksas/)

Patient-Centered Care (PCC)
Teamwork and Collaboration (TC)
Evidence-based Practice (EBP)
Quality Improvement (QI)
Safety (S)
Informatics (I)

Patient-Centered Care
Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

Teamwork & Collaboration
Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Evidence-Based Practice
Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Quality Improvement
Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to improve the quality and safety of health care systems continuously.

**Safety**
Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

**Informatics**
Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

**STUDENT LEARNING OUTCOMES**
By completing all course requirements, students will be able to:
1. Examine the characteristics of the nursing profession.
2. Explore personal philosophy of professional nursing.
3. Integrate therapeutic communication skills throughout professional practice.
4. Apply critical thinking skills in various nursing practice situations.
5. Integrate the concepts of nursing theory and utilize theoretical underpinnings of education theory in the preparation of a formal health-teaching project.
6. Assemble scholarly information from electronic sources related to nursing and healthcare.
7. Present a formal presentation on a researched health related issue
8. Integrate effective writing skills and APA format throughout course assignments.

**STUDENT LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity/ activities 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. Examine the characteristics of the nursing profession.</td>
<td>Discussion Board Assignments Teaching/Learning Project: Power Point Content Mastery Quiz 1</td>
<td>1</td>
<td>1/2/6/8</td>
<td>QI</td>
</tr>
<tr>
<td>2. Explore personal philosophy of professional nursing.</td>
<td>Discussion Board Assignments Teaching/Learning Project: Power Point Content Mastery Quiz 1</td>
<td>1</td>
<td>6/8</td>
<td>QI</td>
</tr>
</tbody>
</table>
3. Integrate therapeutic communication skills throughout professional practice.

4. Apply critical thinking skills in various nursing practice situations.

5. Integrate the concepts of nursing theory and utilize theoretical underpinnings of education theory in the preparation of a formal health-teaching project.

6. Assemble scholarly information from electronic sources related to nursing and healthcare.

7. Present a formal presentation on a researched health related issue.

8. Integrate effective writing skills and APA format throughout course assignments.

**REQUIRED TEXTS AND MATERIALS**


**RECOMMENDED TEXTS**

No additional texts recommended

**OTHER REQUIRED MATERIALS**

- Computer with MAC or Windows Operating System
- High Speed Internet Access
– Webcam (Logitech highly recommended) Note: Logitech C920 Model does not work with Bb Collaborate
– Logitech USB microphone headset
– Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/

TOPIC OUTLINE
– Your Professional Identity
– Theory as the Basis for Practice
– Evolution & Use of Formal Nursing Knowledge
– Health, Illness, & Holism
– Evidence-Based Practice
– Effective Communication
– Critical Thinking
– Working With Groups
– The Teaching-Learning Process
– Managing and Leading in the Organization
– Change and Innovation
– Professional Ethics
– Quality & Safety

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:

A = 90-100 points  \( F = 0-59 \) points  
B = 80-89 points  \( (\text{Grades are not rounded up}) \)
C = 70-79 points
D = 60-69 points

EVALUATION AND GRADES
Graded activities and percent of the overall course grade:

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>FINAL GRADE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Forums</td>
<td>20%</td>
</tr>
<tr>
<td>Content Mastery Quizzes (2)</td>
<td>20%</td>
</tr>
<tr>
<td>Self-Selected Teaching-Learning Project:</td>
<td></td>
</tr>
<tr>
<td>Part I: Power Point</td>
<td>20%</td>
</tr>
<tr>
<td>Part II: Formal Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Final Content Mastery Exam</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></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.

Strategies Used:

- Assigned Readings
- Discussion Board Forums
- Peer Review
- Internet Resources
- PowerPoint Presentations
- Content Mastery Exams/Final Mastery Assessment Exam
- Formal Paper Writing Assignment

METHOD OF ASSESSING LEARNING OUTCOMES

- Online Discussions
- Content Mastery Quizzes and Comprehensive Final Exam
- Teaching Project Paper (Formal)
- Teaching Project Power Point

ASSIGNMENT DESCRIPTIONS

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

Discussion Board Activities:

Discussion Boards provide an avenue for synthesis of material / information. A Discussion Board is 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. Students are expected to respond to all discussion board assignments using the “Online Discussion Rubric” throughout this course.

Teaching/Learning Project (Power Point Presentation and Formal Paper)

The purpose of this project is for the student to explore, in depth, a self-selected issue that affects health care, patient outcomes or impedes healthcare workers from giving optimal care. The premise of the assignment is to help the student gain knowledge of what they can do to improve patient outcomes, employee outcomes, and/or improve caregiver outcomes. Equipped with this knowledge, the student can develop strategies to improve patient, employee, and/or workplace outcomes in their workplace. In completing this Project the student must identify and provide feasible strategies they and their colleagues can implement to bring about improved outcomes. It is expected the Power Point Presentation
(with speaker’s notes) could be presented to colleagues or community members to share information, strategies and applications to improve patient care outcomes. It is also expected that the Formal Paper Assignment will synthesize and discuss the process the student has accomplished to develop the Teaching/Learning Project.

ASSIGNMENTS, EXAMS, & PRESENTATIONS
Outside of extenuating circumstances reviewed and approved by the instructor, there are no makeup quizzes, discussion board assignments, project assignments, or presentations. If submission deadlines for quizzes, discussion board forums, or project presentations and no prior approval has been received, barring extenuating circumstances reviewed and approved by the instructor the student will receive a zero for the missed item. The student is still responsible for reviewing the material covered during missed time.

Students may contact the instructor to discuss concepts missed on the chapter tests. If you wish to review what you missed on the quizzes, your instructor will review concepts missed if you schedule an appointment within a week of taking the quiz.

GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following documents:
– ASU Undergraduate Catalog located on the ASU website http://www.angelo.edu/catalogs/documents/catalogs/2013-14_Catalog.pdf
– University Undergraduate Nursing Handbook, located on the Nursing website http://www.angelo.edu/content/files/20911-undergraduatetestudenthandbookaug2014-15pdf

Please become familiar with the content of these items as you are required to follow the rules, regulations, and guidelines provided in these publications.

IMPORTANT UNIVERSITY & CLASS DATES
May 29th                        Memorial Day Holiday
May 30th                        First Official Day of Class
July 4                          Independence Day Holiday
August 9                       Final Exam Week

ATTENDANCE & STUDENT RESPONSIBILITY
This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings, which you will have to complete to participate adequately in individual and group assessments. In order to complete this course successfully, you have to participate in all course activities i.e. discussion boards, course projects, etc. just as you would in a face-to-face course. In addition, students are expected to engage in course activities and submit work by due dates.
Students should make substantive contributions, which reflect integration of assigned materials as well as outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class requires a minimum of 9-12 study hours per week on average.

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 assignments and other assigned activities. Failure to participate in a timely manner to any weekly discussion is an absence, which may result in an evaluation of the student's ability to meet course objectives, and result in failure of the course.

Students are expected to participate in the discussion board on at least two different days of the week, minimum, to keep up with discussion forums and assignments. In addition, students should check for e-mails daily to ensure that they do not miss important announcements that may be addressed to the student individually and/or to the class. For this session, participation in the Discussion Groups begins on Monday at 0800 and postings will be accepted until Sunday at midnight. All activities and assignments are due Central Standard Time (CST). If an assignment is due ‘by midnight’ the assignment folder, test, module... will be set to close at 11:59 P.M.

Your classmates and instructor will participate and give feedback to discussions. You should use Saturday & Sunday to wrap up any loose items. Sunday at 11:59 PM, the discussion forums will be closed for the week. Any discussion posted after this time will not be considered in the grading process. Assignments and papers will be graded and returned to you in a timely manner.

COMMUNICATION
Faculty will respond to email and/or telephone messages within 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. The student should check frequently (at least daily) for announcements and policy changes.
- **Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc. I prefer to be contacted by e-mail or by phone. E-mail is the easiest way to reach me and my cell phone is on most of the time.

**Use Good "Netiquette"**
- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
ASSESSMENT SUBMISSION

In this class, for this Summer semester, submission of final versions of the assignments (PowerPoint and the Teaching Project Paper) should be emailed to Dr. Gabbert at Wrennah.gabbert@angelo.edu.

Note: Issues with technology use arise from time to time. If a technology issue occurs regarding an assessment submission, call IT and implement resolution to the problem, in addition, send Dr. Gabbert an email at wrennah.gabbert@angelo.edu and attach a copy of what you are trying to submit (before deadline to be accepted). This lets your faculty know you completed the assessment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, you will need to submit your assignment to the appropriate discussion board forum. This process will document the problem and establish a timeline. Be sure to keep a backup copy of all your work.

LATE WORK OR MISSED ASSESSMENTS POLICY

The course is set up on weekly modules. The week begins on Monday at 0800 and ends on Sunday at 11:59 PM. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date. Assignments are due according to Central Standard Time (CST).

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 including failing the assignment, failing the course, and possible expulsion from ASU.
The Nursing Department adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2014-2015) [http://www.angelo.edu/content/files/17187-2014-15-student-handbook](http://www.angelo.edu/content/files/17187-2014-15-student-handbook). 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

The Angelo State University's Honor Code gives specific details on what plagiarism is 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 your papers please use citations when you quote an authors’ work word for word. Use the [APA Style Manual of the American Psychological Association](http://www.angelo.edu/dept/writing_center/) 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 will 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/](http://www.angelo.edu/dept/writing_center/)

STUDENTS WITH DISABILITIES

1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. “Student Contact: The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Student Life Office, Room 112 University Center, at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by email at Student.Life@angelo.edu to begin the process.”

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

INCOMPLETE GRADE POLICY ([OP 10.11 Grading Procedures](http://www.angelo.edu/content/files/17187-2014-15-student-handbook))

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.
GRADE APPEAL POLICY (OP 10.03, Grade Grievance)
Should a student be unable to resolve the grievance with the faculty member (either because no resolution was reached with the faculty member or because the faculty member is on leave or not returning to the university), the student may appeal the grade.

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 presentations. 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
http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php
See the External Links menu button in your Blackboard course for more links that will be helpful in the course

WITHDRAWAL FROM CLASS
Students wishing to drop the class must do so before 5:00 PM of 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 following links. 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. Areas on the IDEA evaluation include:
1. Learning fundamental principles, generalizations, or theories
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

NOTE***

GUIDELINES AND RUBRICS FOR ASSIGNMENTS START ON NEXT PAGE!
GUIDELINES AND RUBRICS FOR ASSESSMENTS

Guidelines for Teaching/Learning Project PowerPoint Presentations

Through the completion of these assignments, the student will:
- Develop professional written and presentational skills
- Improve technological skills
- Adopt a spirit of professional collaboration through peer review

NOTE *** The PowerPoint assignments will be posted on the Discussion Board for review by your colleagues and Instructor and submitted in the Assignment Folder for evaluation. Once you have received feedback from your peers, you may modify your presentation and submit to Wrennah.Gabbert@angelo.edu.

<table>
<thead>
<tr>
<th>Title Slide</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Selects an appropriate title for your presentation</td>
</tr>
<tr>
<td>- Uses APA writing style for title slide</td>
</tr>
<tr>
<td>- Uses Notes Pages to introduce self and briefly explain presentation</td>
</tr>
<tr>
<td>- Uses appropriate slide background</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose/Goal of the Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provides overall goal of presentation</td>
</tr>
<tr>
<td>- Bases goal on background and identified need</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavioral Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provides 3-5 measurable objectives written from the perspective of the identified audience*</td>
</tr>
<tr>
<td>*Note: Objectives need to be measurable- verbalize, explain, list... You cannot measure know, understand, feel</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body of Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The introduction includes a clear statement of the topic/identified need</td>
</tr>
<tr>
<td>- Introduces background of topic/identified need using literature support</td>
</tr>
<tr>
<td>- Provides statistics, regulations, and/or identifies need for information</td>
</tr>
<tr>
<td>- Provides bullet points on slide using 7X7 rule- no more than 7 lines no more than 7 words per line</td>
</tr>
<tr>
<td>- Uses Speaker’s Notes to provide support for presentations</td>
</tr>
<tr>
<td>- Uses Notes Pages for larger pieces of information</td>
</tr>
<tr>
<td>- Uses at least 2 current peer-reviewed articles and other scholarly information for support</td>
</tr>
<tr>
<td>- Uses APA style/format for citations on each slide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality and Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provides current peer-reviewed articles (at least two) and appropriate supporting healthcare/nursing websites for background &amp; main body of material</td>
</tr>
<tr>
<td>- Use APA style for Reference slides</td>
</tr>
<tr>
<td>- References all citations; cites all references</td>
</tr>
<tr>
<td>- Slides contain no typos, spelling, or grammatical errors</td>
</tr>
<tr>
<td>- Uses professional template</td>
</tr>
<tr>
<td>- Templates, pictures, and graphics improve the presentation, reinforce main points, and are creative and appropriate.</td>
</tr>
<tr>
<td>- Presentation is attractive.</td>
</tr>
<tr>
<td>- Letters and fonts are easily to read.</td>
</tr>
</tbody>
</table>
# NUR 4349 – Baccalaureate Nursing Practice

## Guideline/Evaluation Criteria for Teaching/Learning Project - Formal Paper

### Evaluation Criteria

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction and Background</strong></td>
<td>(1-1 ½ pages)</td>
</tr>
<tr>
<td>- Introduces topic selection using current peer reviewed sources</td>
<td></td>
</tr>
<tr>
<td>- Introduction contains support from nursing/healthcare institution/organizations (Board of Nursing, Joint Commission, Sigma Theta Tau, NLN, ANA, etc.)</td>
<td></td>
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<tr>
<td>- Introduction includes nursing theory to support topic</td>
<td></td>
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<tr>
<td>- Provides pertinent background about topic using evidence-based literature</td>
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<tr>
<td>- Establishes need for education on the selected topic being presented (general)</td>
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</tr>
<tr>
<td>- Supports the need for presenting the topic selection to nurses/organization where the presentation is being given (no names please)</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching/Learning Project Plan</strong></td>
<td>(2-2½ pages + TP)</td>
</tr>
<tr>
<td>- Teaching Plan for pertinent population -</td>
<td></td>
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<tr>
<td></td>
<td>- Adequately introduces issue/topic/need and inserts plan in the section of the paper discussing the plan</td>
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<tr>
<td></td>
<td>- Gives a brief synopsis of the identified need(s) and the teaching strategies they will use to affect the identified need (i.e., Goal, Behavioral Objectives (measurable), Learning Content, Teaching Strategies, Learning Resources, Evaluation Methods, and Time Frame needed to teach colleagues and/or audience about topic/health care-associated need.</td>
</tr>
<tr>
<td><strong>Presentation and Evaluation</strong></td>
<td>(1 ½-2 pages)</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>- Professionally Presented: discusses predetermined date, approval from organization, audience appropriateness</td>
</tr>
<tr>
<td></td>
<td>- Relevant to educational need: addresses if need for audience is met</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>- Project Outcomes: addresses outcomes of project (short and long term expected outcomes)</td>
</tr>
<tr>
<td></td>
<td>- Self: discusses self-evaluation of project, what went well, what did not go well, any unexpected issues, what changes need to be made before continuing to address identified need</td>
</tr>
<tr>
<td><strong>Conclusions and Suggestions</strong></td>
<td>(1-1 ½ pages)</td>
</tr>
<tr>
<td>- Summarizes teaching learning project (ties into introduction and highlights main points of project)</td>
<td></td>
</tr>
<tr>
<td>- Concludes with suggestions for future projects and validates why projects are needed</td>
<td></td>
</tr>
<tr>
<td><strong>APA format</strong></td>
<td></td>
</tr>
<tr>
<td>- Writes paper in correct APA format</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Title page</td>
</tr>
<tr>
<td></td>
<td>- Formatting, headings, citations</td>
</tr>
<tr>
<td></td>
<td>- References and reference page(s) in APA format</td>
</tr>
<tr>
<td>- Uses appropriate references to support topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Uses at least 5 references from peer-reviewed professional journals that are current (&lt; 5 years old) and other appropriate sources; no more than 3 web-based sources, or .com sites</td>
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<tr>
<td><strong>Quality and Integrity of the Paper</strong></td>
<td></td>
</tr>
<tr>
<td>- Writes free of typos, spelling errors, grammatical errors, and free of errors from Fatal Error List</td>
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<tr>
<td>- Writing is professional, well developed, has a logical flow, and is clear and concise</td>
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</tr>
<tr>
<td>- Supports thoughts and ideas with professional literature; thoughts and ideas are original</td>
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</tbody>
</table>
Errors to Avoid

**Rationale:** Effective communication of ideas and information is an important skill for all of us to develop. Documents containing grammatical and spelling errors can distract and frustrate the reader. If student papers contain these types of errors, it is difficult to focus on the written content and grade fairly. This is the reason for this list, which allows students to correct mistakes.

**List of errors to avoid:**

1. Misspelled words
2. Misused words (e.g. "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 (not applicable to this paper as no quotations are allowed)
15. Improper formatting of tables and figures
16. Lack of units reported on quantitative data

**Avoiding errors:** While the spelling and grammar check features on word processing programs are helpful, their suggestions are not always correct. Thus, please use other methods of proofreading. The student should read his or her own paper. In addition, the student should have someone else read his or her paper. The student should use a dictionary or composition book to for assistance when uncertain of spelling or grammar.

## Discussion Forum Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Poor (0 Points)</th>
<th>Novice (5 Points)</th>
<th>Competent (10 Points)</th>
<th>Proficient (15 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency</strong></td>
<td>Does not participate at all.</td>
<td>Participates 1-2 times on the same day.</td>
<td>Participates 3 times but postings not distributed throughout week.</td>
<td>Participates 4-5 times throughout the week.</td>
</tr>
<tr>
<td><strong>Initial Assignment Posting</strong></td>
<td>Posts no assignment</td>
<td>Posts adequate assignment with superficial thought and preparation doesn’t address all aspects of the task.</td>
<td>Posts well developed assignment that addresses all aspects of the task lacks full development of concepts.</td>
<td>Posts well developed assignment that fully addresses and develops all aspects of the task.</td>
</tr>
<tr>
<td><strong>Follow-Up Postings</strong></td>
<td>Posts no follow-up responses to others.</td>
<td>Posts shallow contribution or discussions (e.g., agrees or disagrees), does not enrich the discussion.</td>
<td>Elaborates on an existing posting with further comment or observations.</td>
<td>Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts.</td>
</tr>
<tr>
<td><strong>Content Contribution</strong></td>
<td>Posts information that is off topic incorrect or irrelevant to discussion.</td>
<td>Repeats but does not add substantive information to the discussion.</td>
<td>Posts information that is factually correct, lacks full development of concept of thought.</td>
<td>Posts factually correct, reflective and substantive contribution, advances discussion.</td>
</tr>
<tr>
<td><strong>References and Support</strong></td>
<td>Includes no references or supporting experience.</td>
<td>Uses personal experience but no references to readings or research. Relies heavily on</td>
<td>Incorporates some references from literature and personal experience using both internet and</td>
<td>Uses references to literature, readings, or personal experience to support</td>
</tr>
<tr>
<td><strong>Clarity &amp; Mechanics</strong></td>
<td>Posts long unorganized or rude content that may contain multiple errors or may be inappropriate.</td>
<td>Communicates in friendly courteous and helpful manner with some errors in clarity, mechanics or APA errors.</td>
<td>Contributes valuable information to discussion with minor clarity, mechanics or APA errors.</td>
<td>Contributes to discussion with clear, concise comments formatted according to APA in an easy to read</td>
</tr>
<tr>
<td><strong>Power Point</strong></td>
<td><strong>Rubric</strong></td>
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<tr>
<td><strong>Submission</strong></td>
<td>Submits assignment more than one day late without prior notice or not at all.</td>
<td>Submits assignment one day late without prior notice to the professor.</td>
<td>Submits assignment one day late with prior notice to professor.</td>
<td>Submits assignment by deadline.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Provides only minimal information that is off topic, incorrect or irrelevant to the topic.</td>
<td>Provides minimal information to cover all of the points of the question. Repeats information from the course but does not add substantial thought to the topic.</td>
<td>Provides information that is factually correct but lacks full development of thought on this topic.</td>
<td>Provides substantial information that is factually correct, reflective and advances thought on this topic.</td>
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<td><strong>APA</strong></td>
<td>Does not follow APA format.</td>
<td>Uses some APA formatting 4-6 errors.</td>
<td>Only minor deviations from APA format 1-3 errors.</td>
<td>Paper is written in correct APA format and length.</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>Contains no citations.</td>
<td>Incorporates references that are not peer-reviewed or from scholarly sources.</td>
<td>Incorporates at least 1 professional and 1 non-professional reference.</td>
<td>Contains at least 2 professional references that are peer-reviewed, evidence based or from professional journals.</td>
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<td>Content contains multiple grammatical and spelling errors (6 or more). Difficult to follow.</td>
<td>Writes in a friendly and helpful manner with 4 to 6 errors in clarity or mechanics.</td>
<td>Contributes valuable information with 1 – 3 errors in clarity or mechanics.</td>
<td>Contributes in a clear, concise and easy to read style that is free from grammatical and spelling errors.</td>
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Thank you for reading and reviewing your Syllabus!

You are off to a great start in our exploration of our NUR4349 course!

If you send me an email (within the first week of our semester together) with the SUBJECT Line of: I READ THE SYLLABUS! I will give you 10 extra points in ONE (1) of your Discussion Board Forums this Semester.

I look forward to our semester together!

Dr. Gabbert

END OF THE SYLLABUS