

## Assessment/Data Collection

Essential Elements: Nursing Process, Functional Health Patterns (**assessment**); Supporting elements: Legal/Ethical, Cultural Sensitivity  
 Name: \_\_\_\_\_ Faculty: \_\_\_\_\_ Date/Level: \_\_\_\_\_ Score: \_\_\_\_\_

	<b>Advanced -4</b>	<b>Competent-3</b>	<b>Developing-2</b>	<b>Elementary-1</b>	<b>Score</b>
<b>Identify</b>	Identifies and prioritizes potential nursing diagnoses based on report received; Functions independently	Identifies and prioritizes potential nursing diagnoses based on report received; Requires minimal supervision	Verbalizes an understanding of the need to form nursing diagnoses and to set priorities but requires supervision	Unable to identify client issues based on report received; requires maximum supervision	
<b>Gather</b>	Identifies necessary equipment for client needs; Adaptable to changing client circumstances related to equipment needs: Identifies necessary data for appropriate client communication, nutrition, toileting and safe med admin ; independent	Identifies necessary equipment for client needs; Adaptable to changing client circumstances related to equipment needs with minimal dialogue /discussion: Usually identifies necessary data for appropriate client communication, nutrition, toileting and safe med admin ; Requires minimal supervision	Inconsistently identifies necessary equipment for client needs; Unable to adapt to changing client circumstances related to equipment needs without discussion: Rarely identifies necessary data for appropriate client communication, nutrition, toileting and safe med admin ; Requires supervision	Unable to begin data collection/assessment due to lack of knowledge, fear or lack of confidence; Does not understand equipment necessary for individual client data collection/ assessment; Is unable to identify necessary data for appropriate client communication, nutrition, toileting and safe med admin ; Requires maximum supervision	
<b>Examine</b>	Completes a head to toe assessment independently; Completes a focused assessment independently based on client priority need(s) independently; Differentiates normal, abnormal and urgent/emergent client data independently	Completes a head to toe assessment ; Completes a focused assessment based on client priority need(s); Differentiates normal, abnormal and urgent/emergent client data; Requires minimal supervision	Performs head to toe data collection/ assessment in a disorganized manner; Completes focused data collection/assessment based on client priority need(s) with much guidance; Unable to differentiate priorities with dialogue; Able to differentiate normal, abnormal and urgent/emergent client data with dialogue; requires supervision	Unable to complete a head to toe assessment without maximum guidance; Unable to complete a focused assessment based on client priority need(s); Unable to differentiate normal, abnormal and urgent/emergent client data; requires maximum supervision	
<b>Formulate</b>	Accurately interprets findings; Formulates a complete list of nursing diagnoses with priorities; Develops nursing interventions appropriate to each diagnosis; functions independently	Usually is accurate in interpreting findings; Able to formulate a complete list of nursing diagnoses with priorities; Develops nursing interventions appropriate to each diagnosis; Requires minimal supervision	Needs assistance to interpret findings; Unable to formulate a partial list of nursing diagnoses with priorities without assistance; Unable to develop nursing interventions without assistance; Requires supervision	Unable to interpret data findings; Unable to formulate a list of nursing diagnoses; unable to set priorities; Is unable to develop nursing interventions appropriate to each diagnosis; Requires maximum supervision	

<b>Apply</b>	Applies interventions appropriately; uses patient education appropriately; applies legal and ethical principles; functions independently	Applies interventions appropriately; May hesitate to use patient education independently; applies legal and ethical principles; requires minimal supervision	Uses intervention application minimally; Unable to education clients and families due to poor knowledge base or lack of understanding of teaching /learning principles; Vagueness noted with legal/ ethical issues encountered; requires supervision	Unable to apply interventions; Does not recognize the need to include patient and family in education; Does not understand the need to apply legal and ethical principles; Requires maximum supervision	
<b>Evaluate</b>	Evaluates interventions in a timely, accurate manner; responds appropriately to evaluation findings /reevaluation; flexible for changing ineffective interventions; solicits assessment data from client for thorough evaluation; independent	Evaluates interventions in a timely manner; Usually responds appropriately to evaluation findings /reevaluation; flexible for changing ineffective interventions; solicits assessment data from client for thorough evaluation; minimal supervision	Poor time management noted for evaluation of interventions and data collection/reassessment; Does not always respond appropriately to evaluation findings /reevaluation; Does not understand the need to be flexible for changing ineffective interventions without discussion; Does not actively solicit assessment/ data from client for evaluation; Requires supervision	Unable to evaluate interventions; Inappropriate responses to evaluation findings /reevaluation; inflexible for changing ineffective interventions; does not solicit assessment data from client for evaluation; Requires maximum supervision	

95% of all students assessed will score:

Scoring for fundamental (NUR 104) is expected to be **Developing-2**, with an overall score of 10 or greater;

Scoring for NUR 209 (endpoint for first year) is expected to be at **Developing-2**, with an overall score of 15 or greater;

Scoring for NUR 219 (endpoint for second year) is expected to be at **Competent – 3** with a minimal score of 18 or greater.

## Medication Administration

Pharmacology: Supporting Element, Safety: Essential Element: Outcome: Each student will demonstrate safe **medication administration** related to the rights (patient, route, time, dose, medication, reason and documentation)

Name: \_\_\_\_\_ Faculty: \_\_\_\_\_ Date/Level: \_\_\_\_\_ Score: \_\_\_\_\_

	<b>Advanced-4</b>	<b>Competent-3</b>	<b>Developing-2</b>	<b>Elementary-1</b>	<b>Score ____</b>
<b>Identify</b>	Independently identifies correct orders, clients, allergies and birthdates as beginning step for medication administration	Identifies correct orders, clients, allergies and birthdates as beginning step for medication administration with minimal supervision	Identifies correct orders, clients, allergies and birthdates as beginning step for medication administration with supervision	Unable to identify correct orders, clients, allergies and birthdates as beginning step for medication administration requiring maximum supervision	
<b>Gather</b>	Gathers information related to unknown medications from available resources; Consistently gathers data necessary for safe administration of medications; Has researched new methods of administration if unfamiliar and is confident to perform independently	Gathers information related to unknown medications from available resources with encouragement; Gathers data necessary for safe administration of medications but may need minimal assistance to prioritize data for specific client; Has researched methods of administration if unfamiliar and is able to perform with minimal assistance/ reminders	Occasionally utilizes resources for missing knowledge; some organization to medication safety processes; Inconsistently gathers data necessary for safe administration of medications; May have researched if unfamiliar administration but is unclear on process and able to perform with supervision	Does not utilize available resources for missing knowledge; poorly organized for medication administration; does not gather data or verbalize the need for additional data necessary for safe administration of medications; Is unable to discuss or perform with maximum supervision	
<b>Examine</b>	Independently, consistently and accurately examines medication ordered (correct dose, time, route, patient, and reason); Is able to articulate side effects or adverse drug reactions (SE/ADR) that may occur with medications and independently critically think methods to prevent these issues from occurring	Consistently and accurately examines each medication ordered (correct dose, time, route, patient, and reason) determines med to be appropriate; Is able to articulate side effects or adverse reactions that may occur with medications;  With discussion is able to critically think methods to prevent Adverse reactions/Side effects from occurring; Requires minimal supervision	Inconsistently examines each medication ordered (correct dose, time, route, patient, and reason but may leave out 3-4 aspects of the rights during this process of examination); Is inconsistent and unable to articulate a few side effects or adverse reactions that may occur with medications; there is a lack of confidence and knowledge; requires supervision	Administers medications without examining individual client appropriateness and accuracy of order; Cannot articulate possible side effects/adverse reactions, has no plan should these occur. requires maximum supervision	

<b>Formulate</b>	Gathers all equipment necessary for a planned medication administration; Formulates a plan in the event of Side Effect/Adverse Drug Reaction independently; formulates plan for reassessing for med issues(pain assess, BP check, FSBS) independently	May need reminder to make sure all equipment is gathered and correct order of steps followed; Formulates a plan in the event of SE/ADR with dialogue; formulates plan for reassessing for med issues(pain assess, BP check, FSBS) with minimal supervision	Needs reminder to make sure all equipment is gathered and correct order of steps followed; Needs guidance to formulate a plan in the event of SE/ADR with lots of encouragement; formulates plan for reassessing for med issues(pain assess, BP check, FSBS)with supervision	Consistently needs reminder to make sure all equipment is gathered and correct order of steps followed; Unable to formulate a plan in the event of SE/ADR; Does not understand the need to formulate plan for reassessing for med issues (I.E. pain assess, BP check, FSBS) requires maximum supervision	
<b>Apply</b>	Applies the rights during med administration; consistently uses appropriate knowledge and skills for each med; independent	Applies the rights during medication administration; consistently uses appropriate knowledge and skills for each med with minimal supervision.	Applies the rights of medication administration; inconsistently uses knowledge and skills for each med administered; supervision required	Does not apply rights of medication administration as evidenced by multiple issues and errors (unsatisfactory with or needs improvement with knowledge, skills issues or safety issues); requires maximum supervision	
<b>Evaluate</b>	Consistently and accurately evaluates client responses to medication for each medication given; performs an evaluation for process, making changes as needed for safe medication administration independently	Consistently evaluates client responses to medication for each medication given; Inconsistently performs an evaluation for process, making changes as needed for safe medication administration with minimal supervision	Inconsistently evaluates client responses to medication for each medication given; inconsistently performs an evaluation for process, making changes as needed for safe medication administration with supervision	Does not evaluate client responses to medication given; Does not understand need to perform an evaluation for process, making changes as needed for safe medication administration without maximum supervision	

Scoring for fundamental (NUR 159) is expected to be **Developing-2**, with an overall score of 10 or greater.

Scoring for NUR 209 (endpoint for first year) is expected to be at **Developing-2**, with an overall score of 15 or greater.

Scoring for NUR 219 (endpoint for second year) is expected to be at **Competent – 3** with a minimal score of 20 or greater.

## Writing/Communication

Essential Element: Communication; Supporting Element: Legal/ethical principles of nursing practice Outcome: Each student will achieve an 80% or greater on a **senior written project** (Must score 20 or greater for an 80%/satisfactory).

Name: \_\_\_\_\_ Faculty: \_\_\_\_\_ Date/Level: \_\_\_\_\_ Score: \_\_\_\_\_

	<b>Advanced-4</b>	<b>Competent-3</b>	<b>Developing-2</b>	<b>Elementary-1</b>	<b>Score _____</b>
<b>Identify</b>	Identifies and addresses all graded components (purpose, development of topic, importance to nursing, relates to SOP, impact on future); Independent	Identifies and addresses all graded components (purpose, development of topic, importance to nursing, relates to SOP, impact on future); Requires minimal supervision	Inconsistently identifies all graded components (purpose, development of topic, importance to nursing, relates to SOP, impact on future); Requires supervision	Identifies and addresses all graded components (purpose, development of topic, importance to nursing, relates to SOP, impact on future); Requires maximum supervision	
<b>Gathers</b>	Utilizes writing center if needed as writing ; Identifies appropriate resources that are peer reviewed, research studies less than 5 years old; Identifies a classic study if appropriate; researches other options related to the same topic; researches the potential in 1-2 other topics; makes organized notes as progresses through project researched; Researches APA format if necessary; Independent	Utilizes writing center if needed; Identifies appropriate resources that are peer reviewed, research studies less than 5 years old; Identifies a classic study if appropriate; researches other options related to the same topic; researches the potential in 1-2 other topics; makes organized notes as progresses through project researched; Researches APA format if necessary; Independent	Utilizes writing center if needed; Identifies appropriate resources that are peer reviewed, research studies less than 5 years old; Identifies a classic study if appropriate; researches other options related to the same topic; researches the potential in 1-2 other topics; makes organized notes as progresses through project researched; Researches APA format if necessary; Independent	Utilizes writing center if needed; Identifies appropriate resources that are peer reviewed, research studies less than 5 years old; Identifies a classic study if appropriate; researches other options related to the same topic; researches the potential in 1-2 other topics; makes organized notes as progresses through project researched; Researches APA format if necessary; Independent	
<b>Examines</b>	Examines project guidelines: Evaluates understanding of APA format; Reflects upon possible topics before choosing: Clarifies available and appropriate resources: Independent	Examines project guidelines: Evaluates understanding of APA format; Reflects upon possible topics before choosing: Clarifies available and appropriate resources: Minimal supervision	Examines project guidelines: Questions need for using APA format; Chooses a random topic: May be able to clarify available and appropriate resources: Supervision required	Does not examine project guidelines: Does not have any understanding of APA format; Has not chosen a topic; Is confused related to resources available: Maximum supervision required	

<b>Formulates</b>	Formulates strong concepts with strong leading sentences in each paragraph; Uses action verbs with concise, clear, accurate grammar; uses 3 <sup>rd</sup> person tenses consistently throughout; Uses pertinent quotes; Documents references according to APA format without formatting issues; Independent	Formulates strong concepts with strong leading sentences in each paragraph; Uses verbs with concise, clear, accurate grammar; uses 3 <sup>rd</sup> person tenses consistently throughout; Uses pertinent quotes appropriately; Documents references according to APA format with minimal issues of formatting; Minimal supervision required	Formulates weak but appropriate concepts and thoughts; Issues are present with grammar, run on sentences and inappropriate punctuation; May switch tense of verbs occasionally; uses 3 <sup>rd</sup> person tenses inconsistently throughout; Uses no quotes appropriately; Documents references according to APA format with scattered issues of formatting	Formulates very weak concepts with unorganized paragraph and sentence structure; first person tenses consistently throughout; Uses inappropriate quotes ; Documents no references; documents none according to APA format; run on sentences, incomplete sentences and poor grammar are consistent	
<b>Applies</b>	Utilizes APA format in reference page and paper body; Develops critical thinking application of new knowledge to current and future practice for impact and possible EPB changes; Demonstrates use of proper grammar, spelling and format: Paper is on time; Utilizes appropriate resources; Independent	Very few APA, grammar, spelling or formatting issues noted: Utilizes APA format in reference page and paper body; Develops critical thinking application of new knowledge to current and future practice for impact; Demonstrates use of proper grammar, spelling and format: Paper is on time; Utilizes appropriate resources; Requires minimal supervision	Attempts to utilize APA format in reference page and paper body; With much assistance begins to develop a critical thinking application of new knowledge to current and future practice ; Demonstrates an attempt to use proper grammar, spelling and format: Timeliness may be an issue; Utilizes inappropriate resources; Requires supervision and at least one rewrite	Does not utilize APA format in reference page or paper body; Unable to develop critical thinking application of new knowledge to current and future practice; Does not demonstrate use of proper grammar, spelling and format: Utilizes no current resources; Maximum supervision and at least one rewrite necessary.	

<p><b>Evaluates</b></p>	<p>Evaluates key learning; from project topic and project development process; Evaluates missing knowledge for opportunities for self and profession; evaluates by using given rubric for grading; Discussed feedback from instructor; independent</p>	<p>With encouragement evaluates key learning from project topic and project development process; With discussion, defines other projects that may be useful as “next steps”; Agrees there may be missing knowledge for opportunities for self and profession learning from project topic and project development process; Consistently and completely defines other projects that may be useful as “next steps”; Can be led to evaluate missing knowledge for opportunities for self and profession; minimal assistance required</p>	<p>May be able to with much encouragement evaluate inaccurate and inappropriate key learning from project topic and project development process; With instructor led discussion, may be able to define other projects that may be useful as “next steps”; Agrees there may be missing knowledge for opportunities for self and profession but may be unable to articulate; Inconsistently and incompletely defines other projects that may be useful as “next steps”; Can be led to evaluate missing knowledge for opportunities for self and profession; Supervision required</p>	<p>Inappropriately and inaccurately evaluates key learning from project topic and project development process; Unable to define other projects that may be useful as “next steps”; Unable to relate to possible missing knowledge for opportunities Unable to define other projects that may be useful as “next steps”; Cannot be led to evaluate missing knowledge for opportunities for self and profession; Maximum supervision required</p>	
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Scoring for fundamental (NUR 104) is expected to be **Developing-2**, with an overall score of 10 or greater.

Scoring for NUR 209 (endpoint for first year) is expected to be at **Developing-2**, with an overall score of 15 or greater.

Scoring for NUR 219 (endpoint for second year) is expected to be at **Competent – 3** with a minimal score of 20 or greater.