

HSci 495AA

Clinical Advances in Health Sciences (Senior Project)

Fall 2009: Wednesdays – 3 sections

- **1500-1550 JD2523**
- **1600-1650 JD2523**
- **1700-1750 JD2522**

Spring 2010: Wednesdays – 3 sections (2 semesters:1 unit each semester)

Faculty: Martha Highfield, PhD, RN

Office: JD 2509

Office hours: <http://www.csun.edu/~meh20426/officehours.htm>

Office phone: 818-677-3649; FAX 818-677-2045

Email: martha.highfield@csun.edu

Homepage: <http://www.csun.edu/~meh20426/homepage.html>

Course page: <http://www.csun.edu/~meh20426/495.htm>

Founding Donors:

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Mary Parker, RN, MS
Nurses at Kaiser Permanente, Panorama City

COURSE NUMBER & TITLE: HSci 495AA, Clinical Advances in Health Sciences

CLASSIFICATION:

UNITS: 1 + 1* **SEMESTER:** Fall 2009-Spring 2010

*2 units will fulfill graduation requirements. Student will enroll in Fall for 1 unit & again in Spring for 1 unit. At faculty discretion students may be given permission to enroll for 2 units in a single semester.

COURSE DESCRIPTION: This course provides the student with the opportunity to build upon previous nursing experience and academic courses by synthesizing information in a supervised independent study of a clinically focused topic. Selection of the project topic is based upon literature, research, and needs of individual clients, families, groups, or professional or lay community. The analysis and application of concepts and theories to clinical practice is emphasized. Students will meet with the faculty advisor individually and in seminars and complete projects in pairs. The student is expected to demonstrate skills in communication, therapeutic intervention, and critical thinking. This outcome project will be placed in the portfolio begun in HSci303 along with an updated student resume.

<u>COURSE OBJECTIVES:</u> During this course the student will:	<u>CONTENT:</u>
<p><u>Fall</u></p> <ol style="list-style-type: none"> 1. In consultation with faculty, identify a contemporary health care problem or issue based on literature and data. 2. Document the need for specific nursing intervention (i.e., clinical, research, management, or education) to resolve the identified problem or issue. 3. Analyze specific strategies for intervention based on a needs assessment and a thorough review of the literature. 4. Design a specific plan based on needs assessment, literature review, and appropriate nursing systems. 5. Begin synthesizing information gained through required courses, including use of Orem's framework. 6. Begin critically evaluating the project design and outcomes using Orem's model. 	<p><u>Evidence-based project!</u></p> <p><u>Fall</u></p> <ul style="list-style-type: none"> • Needs assessment • Identify problem or objective • Identify desired outcome • Plan intervention(s)
<p><u>Spring</u></p> <ol style="list-style-type: none"> 5. (continue #5 above) Synthesize information gained through required courses, including use of Orem's framework. 6. (continue #6 above) Critically evaluate the project design and outcomes using Orem's model. 7. Implement the project design. 8. Critically evaluate the project design and outcomes. 9. Create a final report of the project, including critique of design and outcomes. 	<p><u>Evidence-based!</u></p> <p><u>Spring</u></p> <ul style="list-style-type: none"> • Implement plan • Evaluate plan & whether desired outcome met

METHODOLOGY:

Course faculty will determine project methodology in consultation with the student. The methodology will include a reflective log of activities, class attendance, presentations of project during class, discussion, and required reading. It may also include activities such as electronic and

other media use, teaching, direct and indirect nursing intervention, consultation, communication with community leaders and organizations, and other activities appropriate to the individual project.

NO STUDENT SHALL DISTRIBUTE ANY QUESTIONNAIRE OR CONTACT ANY CSUN OFFICE/PERSON OR OUTSIDE AGENCY ABOUT SURVEYS, FUNDING, OR OTHER ASPECTS OF THEIR PROJECT WITHOUT PRIOR APPROVAL OF COURSE FACULTY. Doing so can result in a significant grade penalty. All research must be approved through the CSUN Institutional Review Committee as required by CSUN policy. Violations of this rule are considered violations of ethical standards and may be referred to the CSUN Ethics Committee.

EVALUATION:			
Students are required to prepare for each meeting or seminar with advisor and for weekly seminars. Preparation is based on the current status of their project. Lack of preparation and failure to meet with faculty will negatively affect your ability to complete class objectives, and therefore will affect your grade. In addition, after 2 unexcused absences from any required seminar, each further absence will result in a 5-point deduction from the final course grade.			
Fall 2008		Spring 2009	
	POINTS possible		POINTS possible
▪ Participation in seminars & meetings with advisor	15	▪ Participation in seminars & meetings with advisor	15
▪ Draft proposal	5	▪ Poster presentation (incl. abstract)	50
▪ Implementation of project & log	35	▪ Ongoing implementation of project & log	35
▪ Quizzes over readings	5	▪ Assessment survey online	pass/fail
▪ Draft portfolio	pass/fail*	▪ Final portfolio	pass/fail*
▪ 1 st semester formal project proposal	40		
TOTAL	100	TOTAL	100

Students working in groups will submit

1. **JOINT** draft proposal, final proposal (1st semester), & final project report (2nd semester)
2. **INDIVIDUAL** weekly logs.
3. **INDIVIDUAL** portfolios

➤ **Participation (15 points)**

- **Weekly assignments:**
 - Weekly 10-minute project team presentations using specified powerpoint
 - Short papers or oral assignments may be given during semester.
- **Participation:**
 - Attendance AND attentiveness required. (*Be present in mind and spirit....not just body!*) If you're doing something else in class time, you are absent.
 - Participation includes attendance, checking your @csun.edu email address, written assignments in class, content-based discussion and comments, and quality of critique of

peer presentations. Students are required to complete reading and any assigned exercises prior to each class.

- In fairness to all students, you must submit written documentation if you are requesting an excused absence. Asking to be excused does not automatically grant the excuse.
- Absenteeism, tardiness, lack of preparation for class, working on unrelated material during class, being present in body only, and lateness in completion of assignments will negatively affect your ability to master the course objectives and will be reflected in deduction of points from final participation grade and course grade. **After one (1) incident, each further incident will result in a 5-point deduction from the final semester grade in addition to points deducted from participation grade. More than 3 times being late or leaving before class end will also result in deduction from participation and 5-points from final course grade.**

*****NO PERSONAL COMPUTING DEVICES ALLOWED DURING CLASS*****

This includes but is not limited to phones, laptops, & any handheld device that may be connected to the Internet. **You will be counted absent** if you use such devices during class. Exceptions for faculty-announced activities OR disability accommodation; see *Disability Accommodation* section.

➤ **Draft Proposal (5 points 1st semester)**

1. Students working together must both register under the same course/section faculty advisor for both semesters.
2. Students must submit a DRAFT proposal of how they will work together to the faculty advisor by the **end of the 4th week of 1st semester.**
3. PROPOSAL MUST INCLUDE: *
 - a. Break down of workload, time, or other unique considerations.
 - b. Typed 2-5 page document
 - c. APA formatted
 - d. Submitted by email or hard copy
 - e. Include students' names
 - f. Include overview of projected responsibilities of each student.
 - g. Submit a Gantt chart with any appropriate explanations.

➤ **Implementation of project & LOG (35 points each semester)**

1. **Meet course objectives: (see list at beginning of syllabus)**
2. **Demonstrate professional behaviors (these are pass/fail & failure of even one may result in course failure):**
 - a. *Maintains professional confidentiality, objectivity, and accountability for nursing actions.*
 - b. *Demonstrates critical thinking.*
 - c. *Demonstrates responsibility for self within the legal, ethical, and professional role appropriate to the setting/situation.*
 - d. *Demonstrate professional behavior and the ability to work effectively with others.*
 - e. *Demonstrates appropriate & timely communication.*
3. Each individual student must keep a weekly log & submit per schedule deadlines: Parts 1 & 2 (See 495AA website). **Keep a copy of all logs & submitted material.**
4. Evaluated: Log, input from those with whom you consult, activities & products discussed or demonstrated in class, conferences with students, other as appropriate.

➤ **Quizzes (5 points 1st semester)**

- If you are late to class on a quiz day, you will **not** be allowed to start the quiz. ***Be on time!***
- Quizzes may be announced (in syllabus) and un-announced.

➤ **Portfolio (Pass/Fail)**

1. In progress portfolio is due 1st semester
2. Final one is due 2nd semester
3. If you do not pass portfolio 10 points will be deducted from your final semester grade. Your portfolio will have two (2) components. (See guidelines attached to this syllabus.)
4. Content: See grading criteria @ end of syllabus. In learning section, include early and late program work showing your growth (e.g., 303 paper & 495 paper; PowerPoint sample).
5. Make corrections from HSci 303 faculty comments.
6. Select documents that show how you meet:
 - 1) *critical thinking*,
 - 2) *therapeutic intervention*, &
 - 3) *communication*, including computer competence form (i.e., 303).
7. For more guidance on what should be in your portfolio see optional readings:
Kimeldorf, M. "Portfolios: Don't leave school without one." Retrieved July 23, 2002 from the World Wide Web http://amby.com/kimeldorf/portfolio/p_mk-11.html.
Oermann, M.H. (2002). Developing a professional portfolio in nursing. *Orthopaedic Nursing*, 21, 73-78. (Full text is available through CINAHL Host link at <http://library.csun.edu/mhenry/nursing.html>.)

➤ **1st end-of-semester PAPER: Formal project description (40 points)**

1. Formal APA paper. **SPECIFY WHETHER YOU ARE USING 6TH OR 5TH APA EDITION.**
2. Include all items in grading criteria @ end of syllabus for content
3. Attach as appendices, figures, or tables any materials produced as part of the project, such as teaching materials.
4. Use information from other courses such as Bastable text from HSci 306.
5. Use levels of evidence (research, expert opinion, case study, etc as you studied in HSci 310) to support your proposal.
6. Submit via turnitin.com
7. *All sections* should be complemented by a critical review of relevant nursing and health-related literature and research. When the project is proposed by a group, the paper should include an equitable proposal of the activities and time commitments that each team member will complete/is completing during the project. (See grading guidelines at end of syllabus.)
8. Students must pay special attention throughout the course to documenting individual contributions to the project.
9. Each student on the project team is responsible to report any work concerns to assigned course faculty advisor immediately. Faculty anticipate that students will negotiate all concerns in good faith with each other both before and after bringing them to faculty attention.
10. *Students will be graded based on individual contributions* to the project. Faculty may elect to use peer evaluation of participation in computing student grades.
11. *One letter grade may be deducted for each day that an assignment is late. Specified due dates are the dates by which the instructor must **receive** the assignment. If for some reason assignments are submitted by mail, they **MUST be received by (not mailed by) the due date** or a letter grade per day will be deducted.*

➤ **Poster presentation (50 points 2nd semester)**

EVIDENCE-BASED PRACTICE poster: Prepare a poster of your project that showing how you are using RESEARCH & other levels of evidence in project. BOTH poster AND accompanying

150-200 word abstract should include headings/sections specified in required powerpoint. You may add additional information.

➤ **Assessment survey online; 2nd semester only (Pass/Fail)**

At semester end complete the online survey on how we can better help you and improve the program! You can make a difference.

1. Faculty will provide a link to the survey
2. Respondent code is the first 3 letters of your first name and the first 3 letters of your last name, typed lowercase, together without spaces.
3. 5 points will be deducted from final course grade if you do not participate. Group data will be analyzed, and your comments will be separated from your respondent code.

Disability accommodation: Disability accommodation: Students with disabilities may register with the Center on Disabilities (<http://www.csun.edu/cod/index.htm>) OR the National Center on Deafness (<http://ncod.csun.edu/>) and complete a services agreement each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and approve accommodations. Students who are approved for testing taking accommodation must provide a proctor form to their faculty member signed by a counselor in the Center on Disabilities prior to making testing arrangements. The Center on Disabilities (COD) is located in Bayramian Hall, room 110. Staff can be reached at 818-677-2684. The National Center on Deafness (NCOD) is located on Bertrand St. and may be reached at 818-677-2611.

Academic dishonesty, plagiarism, & unethical conduct: See *BSN student handbook* and *CSUN catalog* for definitions, descriptions, and penalties. Students are reminded that cheating and unethical behavior shows disrespect for others and self. Professional and ethical behavior is expected at all times in this course and violations will result in grade penalties. Cheating will result in "F" in the course or assignment. In cases of "F" in the course students are prohibited from attending further classes of this course. Student may also be referred to the University ethics committee if the student violates codes of conduct specified in CSUN catalog.

Permission to copy student work: Faculty may wish to copy your work to use as examples for other students in the future or for accreditation reviews. Your name may be removed before showing your paper to any other student. If you do not want your paper(s) in this course to be copied for accreditation or a sample for future students, please notify the instructor in writing by the last week of classes. If you do not notify faculty by this time, permission to copy will be assumed. However, you may at any time during the semester or in the future notify faculty in writing that you deny permission to use your work and any copies will be destroyed. Please keep copies of any such request and faculty acknowledgement of receipt of your request for your own records.

GRADING SCALE: A grade of C- or lower will require that you repeat the course.

A	= 94-100 points
A-	= 90-93 points
B+	= 86-89 points
B	= 83-85 points
B-	= 80-82 points
C+	= 76-79 points
C	= 73-75 points
C-	= 70-72 points
D	= 60-69 points
F	= <60 points

REQUIRED TEXT & READINGS:[Other project-specific or general readings assigned by faculty]
Ali, M. (2001). *Marketing effectively*. New York, NY: Dorling Kindersley Essential managers.

American Psychological Association (APA). (2001). *Publication manual of the American Psychological Association*. 5th ed. Washington, D.C.: author.

Bruce, A. & Langdon, K. (2000). *Project management*. New York, NY: Dorling Kindersley Essential managers.

Fawcett, J. (1995). *Analysis & evaluation of conceptual models of nursing* (3rd ed.). Philadelphia, PA: F. A. Davis. (Go to Oviatt **online course reserves**. Course **HSci 310**. Password [**see instructor**].)

Humboldt State University. (n.d.). Research Roadmap. Retrieved August 16, 2008 from the World Wide Web <http://library.humboldt.edu/researchroadmap/>

Johanson, M. (2000). "Journals: Scholarly or popular." Retrieved July 29, 2001 from the World Wide Web <http://library.humboldt.edu/infoservices/scholorpop.htm>

"Just do it! Quote & paraphrase. Highfield (compiler). Retrieved August 23, 2009 from http://www.youtube.com/my_playlists?pi=0&ps=20&sf=&sa=0&sq=&dm=0&p=BA335BB19A730BFD

Office of Disease Prevention and Health Promotion, U.S. Department of Health and Human Services (2002). "Healthy people." Retrieved May 30, 2004 from the World Wide Web <http://www.healthypeople.gov/>

Orem, D.E. (2001). *Nursing: Concepts of practice*. (6th ed.). St. Louis: Mosby.

Ramsey, C.A. (2000). Storytelling can be a valuable teaching aid. *AORN*. Retrieved August 27, 2005 from <http://www.howtotellagreatstory.com/articles/article51.html>

Rasmussen College Library Systems. (n.d.). Formatting a research paper in APA style. Retrieved August 23, 2009 from <http://www.youtube.com/watch?v=reFXrhvnmw>

Highfield Utube Playlists [note: I'll send the links ,to class lists]

- [APA referencing](#)
- [Information Competence](#)
- [Just Do It! Quote & paraphrase](#)
- [Plagiarism: What is it?](#)

Poster presentation readings:

Purdy, I.. & Erikson, V.* (2009). *Conceptualizing & presenting clinical practice studies: From abstract to poster* (handout from presentation at NHMC in Spring 2009) [note: on reserve in Oviatt]

DNR. (2007, April 10). Nursing research: Show me the evidence? [Making a poster presentation]. Message posted to <http://evidencebasednursing.blogspot.com/2007/04/making-poster-presentation.html>

Hess, G.R., Tosney, K., & Liegel, L. (n.d.). Creating effective poster presentations: An effective poster. Retrieved January 8, 2009 from <http://www.ncsu.edu/project/posters/NewSite/>


University of Wisconsin La Cross. (2001). Preparing a poster presentation. Retrieved January 8, 2009 from <http://www.uwlax.edu/Biology/communication/PosterPresentations.html>

This schedule may change because of mandated furlough days. [Note: that Spring 2010 schedule is draft only.]

CLASS SCHEDULE:

Fall 2009: Wednesdays (3 separate 50-min sections): 1500-1550, 1600-1650, 1700-1750


Week# /Deadline	Assignment	Readings
#1 8/26	Weekly seminar <ul style="list-style-type: none"> • Course introduction & Gantt/project chart intro • Sign for first of semester conferences 	
#2 9/2	<ul style="list-style-type: none"> • Guest presentations – “Life Stories,” BSNSA & others • Identify your project team if not already done 	Study 1-2 poster readings above
#3 9/9	<u>Project group appnts with faculty.</u>	Bruce & Langdon,

Planning appnts	<ul style="list-style-type: none"> Work on draft proposal due 9/16 Due: log 	pp. 1-17
#4 9/16 Planning appnts	Project group appnts with faculty. <ul style="list-style-type: none"> Draft proposal due 9/16 today Due: DRAFT proposal online 	Bruce & Langdon, pp. 18-37
#5 9/23 Online	<ul style="list-style-type: none"> Post drafts online; critique as assigned Sign up to begin presentations next week. 	
#6 9/30	Weekly seminar – Presentations & discussion <ul style="list-style-type: none"> QUIZ - Bruce & Langdon, pp. 1-37 	Bruce & Langdon, pp. 1-37
#7 10/7	Weekly seminar <ul style="list-style-type: none"> Presentations & discussion; Due: log 	Bruce & Langdon, pp. 42-47
#8 10/14	Weekly seminar <ul style="list-style-type: none"> Presentations & discussion Submit self-evaluation page 10 of syllabus 	Bruce & Langdon, pp. 48-51
#9 10/21	Weekly seminar <ul style="list-style-type: none"> Presentations & discussion 	Bruce & Langdon, pp. 52-65
#10 10/28	Weekly seminar- <ul style="list-style-type: none"> Quiz: Bruce, A. & Langdon, K. (2000). <i>Project management</i>. Presentations & discussion 	Bruce & Langdon, pp. 56-65
#11 11/4	Weekly seminar <ul style="list-style-type: none"> Presentations & discussion Due: log 	Ali, pp. 1-17
11/11 	NO CLASS: VETERANS' DAY. <u>Thank you</u> to all our present, past, & future troops!	
#12 11/18	Weekly seminar – Presentations & discussion <ul style="list-style-type: none"> Library Update with Marcia Henry Due: PORTFOLIO 	Ali, pp. 18-29
#13 11/25	<ul style="list-style-type: none"> Project team meetings only; no group class meeting Due: LOG 	Ali, pp. 30-39
#14 12/2 Project eval appnts	<ul style="list-style-type: none"> Project group appnts with faculty. DUE: Written PROPOSAL & grading criteria sheet 	Ali, pp. 40-53
#15 12/9 Project eval appnts	<ul style="list-style-type: none"> Project group appnts with faculty. Submit self-evaluation from this syllabus Due: final log 	Ali, pp. 54-65
#16 12/16	<ul style="list-style-type: none"> Finals week quiz– both texts 	

NO field work may be scheduled during inter- semester break without express written permission from faculty.

DRAFT ONLY of Spring 2009 schedule:

Week #/Date	Assignment	PRESENTERS
#1 1/20	Weekly seminar <ul style="list-style-type: none"> Syllabus update/review Individual presentations & 	<u>10-12 minutes presentation each week using PPT (except week #1)</u>

	discussion.	
#2 1/27 ONLINE	ONLINE class re Communicating your Project	Write a <u>list/summary of the EVIDENCE that you are using for your project (standards, research, etc)</u>
#3 2/3	Weekly seminar - presentations & discussion. Log due	
#4 2/10	Weekly seminar – presentations & discussion.	Use assigned poster readings every week that you work on your poster
#5 2/17	Weekly seminar- Presentations & discussion.	
#6 2/24	Weekly seminar - presentations & discussion. Due: • Submit self-evaluation p. 11	
#7 3 / 3	Weekly seminar – Individual presentations & discussion Log due	
#8 3/10 Online & indiv appnts	No group meeting. Individual student or project group appointments with faculty prn.	Work on draft posters Submit online a <u>200-250 word abstract of your project</u> with purpose, framework, objectives, evidence, activities & anticipated outcomes
#9 3/17	Critique of draft posters. Each group will have 10 min to present to class & be scored. No powerpoint. DUE: Mock up POSTER .	Bring to class 20 copies of a draft layout of your poster on legal size paper. OR you can bring full-size mock-up. We will critique each others' work in class.
#10 3/24	Critique of draft posters (cont.) Log due	(cont.)
#11 3/31	Weekly seminar - Individual presentations & discussion.	
4/7 	Have fun! It's SPRING BREAK! No 495AA field work may be scheduled during Spring recess w/o permission	
#12 4/14	Weekly seminar ➤ Due: Final Portfolio	
#13 4/21	Weekly seminar - presentations & discussion. Log due	
#14 4/28	POSTER PRESENTATION (Joint session with NHMC possible on this or a different date)	
#15 5/5	Debriefing on poster session – group discussion & critique Due: ➤ Self-evaluation: objectives ➤ Final Log due	Bring posters this week to set up in lab to share with faculty & other students.
#16 5/12	1. Meet to pick up materials. 2. Individual or group appointments	Pick up posters & portfolios

	with faculty prn ➤ Due: Online program assessment	
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CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
RN to BSN Program

HSci 495AA Clinical Advances in Health Sciences
Midterm & Final Professional Behaviors
(Evaluation of Activities & Implementation)

Date: _____ Student Name: _____

Project: _____

REQUIRED SIGNATURES:

Student: _____ Date: _____

Faculty: _____ Date: _____

PROFESSIONAL Objectives	Pass	Fail
1. Maintains professional confidentiality, objectivity, and accountability for nursing actions.		
2. Demonstrates critical thinking		
3. Demonstrates responsibility for self within the legal, ethical, and professional role appropriate to the setting/situation.		
4. Demonstrate professional behavior and the ability to work effectively with others.		
5. Demonstrates appropriate & timely communication		

Scale: 3=consistently/well done; 2=completed; 1=poor; 0=unsatisfactory/not done

COURSE Objectives	0	1	2	3
1. In consultation with faculty, identify a contemporary health care problem or issue based on literature and data.				
2. Document the need for specific nursing intervention (i.e., clinical, research, management, or education) to resolve the identified problem or issue.				
3. Analyze specific strategies for intervention based on a needs assessment and a thorough review of the literature.				
4. Design a specific plan based on needs assessment, literature review, and appropriate nursing systems.				
5. Begin synthesizing information gained through required courses, including use of Orem's framework.				
6. Synthesize information gained through required courses, including use of Orem's framework				
7. Critically evaluate the project design and outcomes using Orem's model.				
8. Implement the project design.				
9. Critically evaluate the project design and outcomes.				
10. Create a final report of the project, including critique of design and outcomes.				

COMMENTS: _____

1st Semester Project Proposal Paper

SUBMIT HARD COPY & COPY ON DISK or VIA EMAIL
(Complete heading and submit to your faculty with your paper.)

Student names: _____ Date: _____

Course: HSci 495AA Topic: _____

CRITERIA	Points earned	Comments
<p>TITLE Clear, concise, & delimiting</p> <p>CONTENT Contains all necessary sections as describe in syllabus & guidelines, or as assigned by faculty. GIVE SPECIFICS! *Description of issue *Use Orem as guiding framework *Literature review, incl levels of RESEARCH & other EVIDENCE *Completed or proposed assessment *Problem and/or objectives identified *Desired outcome of project *Planned intervention for achieving outcome *Gantt chart (2 COPIES)</p> <p>Any additional sections contribute to purpose of paper</p> <p>Supported by nursing & health-related research & literature.</p> <p>ORGANIZATION Purpose is specified in introduction.</p> <p>Body of paper is related to introduction.</p> <p>Conclusion is based on purpose & body of paper and goes beyond summary.</p> <p>Well-organized with logical flow.</p> <p>FORMAT & STYLE Follows established APA guidelines.</p> <p>Correct grammar, sentence, & paragraph structure.</p> <p>Clear expression of ideas.</p>		

TOTAL POSSIBLE: 40 points TOTAL EARNED _____ %

FACULTY SIGNATURE _____

mefh

reviewed annually

Draft Poster Presentation Grading Criteria

Student names: _____ Date: _____

Points	18-20 (A)	16-17 (B)	14-15 (C)	0-13 (D & F)
Poster: Organization of the material	Innovative, and stylish. The organisation allows the viewer to easily find their way through the presentation.	Overall the impression is good. There are some imaginative aspects and sequence is logical.	Some thought given to overall image. Difficult to follow the story.	Haphazard presentation which appears to be little more than a collection of images and words in an almost random order.
Image content	All images are imaginatively chosen and convey the message in an informative manner.	Images are used appropriately and answer the question.	The images are appropriate and partly answer the question.	Images are poorly selected and add very little to the answer.
Image quality	Excellent throughout. Good use of colour.	Good quality images. Any variance in quality does not detract from overall impression	Images are of an adequate standard	Little effort shown in attention to detail. Most of the images are of poor quality and may show signs of ill-treatment.
Written word	Excellent use of written word. Short statements, which add to the quality. Correct use of quotes & appropriate fonts & style.	Mostly good choice of statements. Relevant and concise.	Appropriate use of words adds to understanding.	Generally poor choice of written words which tend to distract rather than inform. Too many words and/or inappropriate font/style.
Abstract Content	Every relevant heading is included in well-written sentences. Abstract draws reader interest	Headings complete & sentences grammatically correct. Flow is smooth.	Headings included but inadequately addressed. Rough flow. Misspellings or grammar errors	Incomplete with many errors. Poorly written.
Presentation: Delivery	Shows excellent knowledge of subject area and talks at a level appropriate to the audience. The talk adds to and develops understanding of the poster.	Shows good knowledge of subject area with few omissions or errors. Generally well delivered. The talk is relevant and builds on the content of the poster.	Knowledge of subject area is satisfactory with few errors or omissions. The talk explains the poster and provides some extra information.	Little evidence of any real knowledge of subject area. Reads from notes or poster and level not appropriate to audience.
Q&A	Demonstrates high level of understanding & where appropriate expands on answer.	Shows good understanding with few mistakes.	Generally able to answer questions adequately. Short answers.	Shows little knowledge of area. Unable to respond to most questions.

Quoted largely from: Taylor, A. (n.d.). Poster Presentation Grading Criteria, Teaching Resource Exchange, Hospitality, Leisure, Sport and Tourism Network. Retrieved August 15, 2008 from http://www.heacademy.ac.uk/assets/hlst/documents/heinfe_exchange/poster_grading.doc

Professional Portfolio: Grading Criteria

NAME

Date:

CRITERIA

PASS

FAIL

Professionalism

- Title page
- Neatness
- Appearance & organization

Professional Record

- Resume
- Timeline & goals
- License, certificates, awards
- Transcripts
- Clinical documents (malpractice, immunizations, etc.)
- Continuing education certificates
- Other

Learning Outcomes

- Computer competencies
- Achievement of career time-line
- Achievement of program outcomes
- Achievement of terminal objectives
- Samples of work from each level of BSN courses
- Learning journal(s)
- Other documents reflecting your learning in the BSN program

GRADE

COMMENTS: