

**Spring 2009 schedule**  
**Updated 2/2/09**

**Clinical Advances in Health Sciences**  
**(Senior Project)**  
**HSci 495AA**

**Fall 2008: Tuesdays – 2 sections**  
**Spring 2009: Wednesdays – 2 sections**  
➤ **1600-1650 JD2523**  
➤ **1700-1750 JD2523**

**(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](mailto:martha.highfield@csun.edu)  
**Homepage:** <http://www.csun.edu/~meh20426/homepage.html>  
**Course page:** <http://www.csun.edu/~meh20426/495.htm>

Founding Donors:  
Kaiser Permanente Hospitals  
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Care America  
Holy Cross Medical Center  
Valley Hospital  
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 2008-Spring 2009

\*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.

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

**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.

<b>EVALUATION:</b>			
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.			
<b>Fall 2008</b>		<b>Spring 2009</b>	
		Assessment survey online	<b>pass/fail</b>
Draft portfolio	<b>pass/fail*</b>	Final portfolio	<b>pass/fail*</b>
	<b>POINTS possible</b>		<b>POINTS possible</b>
Participation in seminars & meetings with advisor	<b>15</b>	Participation in seminars & meetings with advisor	<b>15</b>
Draft proposal	<b>5</b>	Poster presentation	<b>20</b>
Activities related to the project, including log	<b>35</b>	Ongoing implementation of project & log	<b>35</b>
Quizzes over readings	<b>5</b>		
1 <sup>st</sup> semester formal project proposal	<b>40</b>	Final 2 <sup>nd</sup> semester overall project report paper, including evaluation of project design & outcomes*	<b>30</b>
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>
		*outcome examples: posters, articles, teaching projects, etc.	

**Students working in groups will submit**

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

➤ **Assessment survey online; 2<sup>nd</sup> 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.

\* Faculty will provide a link at semester end.

- \* You will use the first 3 letters of your first name and the first 3 letters of your last name, lowercase, together without spaces, as the required respondent code.
- \* The exit survey is required and 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.

### ➤ **Portfolio (Pass/Fail)**

1. In progress due 1<sup>st</sup> semester
2. Final due 2<sup>nd</sup> semester
3. If you do not pass portfolio 10 points will be deducted from your final course 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 at end of syllabus.
7. Sample portfolios of past students are available for review
8. For more information on what should be in your portfolio see:  
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](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>.)

### ➤ **Participation (15 points)**

- Weekly assignments:
  - Short papers or oral assignments may be given during semester.
  - Weekly 1-4 student groups will present using required format. 10 minutes per group!
- Participation:
  - Attendance AND attentiveness required. (*Be present in mind and spirit...not just body!*) If you study for another class during this class or do other unrelated work, 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) unexcused absence and/or late assignment, each further incident will result in a 5-point deduction from the final course grade in addition to points deducted from participation grade. More than 3 tardies 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 disability accommodation; see *Disability Accommodation* section.**

➤ **Draft Proposal (5 points 1<sup>st</sup> semester)**

1. Students working together must both register under the same course 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 4<sup>th</sup> week of 1<sup>st</sup> semester.**
3. PROPOSAL CHECKLIST:
  - a. 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.

➤ **Quizzes (5 points 1<sup>st</sup> semester)**

These will be announced (in syllabus) and un-announced quizzes of readings & class discussion.

➤ **1<sup>st</sup> semester PAPER: Formal project proposal (40 points)**

1. Formal APA paper
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) from HSci 310 to support your proposal.
6. *Submit copy 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 in a pair 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.*

➤ **Activities & Implementation (35 points each semester)**

1. Meet course objectives: (see list at beginning of syllabus)
2. Demonstrate professional behaviors:
  - 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 should submit a weekly log: 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.

➤ **Poster presentation (20 points 2nd semester)**

EVIDENCE-BASED PRACTICE poster: Prepare a poster showing how you are using RESEARCH & other levels of evidence in project:

1. Needs assessment
2. Problem
3. Desired outcome
4. Intervention
5. Evaluation including any products/materials produced

➤ **Final Comprehensive paper (30 points 2nd semester)**

1. Formal APA paper
2. Includes material from final proposal
3. Use information from other courses (e.g., Bastable text from HSci 306 for teaching projects).
4. Use levels of evidence (research, expert opinion, case study, etc) from HSci 310 to support your proposal.
5. See grading criteria @ end of syllabus
6. Attach as appendices, figures, or tables. Any materials produced as part of the project, such as teaching materials.

**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*. 5<sup>th</sup> ed. Washington, D.C.: author.

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

California Polytechnic State University, San Luis Obispo. "Information competence: Evaluating Sources." Retrieved June 28, 2004 from the World Wide Web [http://www.lib.calpoly.edu/infocomp/modules/05\\_evaluate/index.html](http://www.lib.calpoly.edu/infocomp/modules/05_evaluate/index.html).

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]**.)

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

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*. (6<sup>th</sup> 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>.

**CLASS SCHEDULE:**

**Fall 2008: Tuesday 1200-1250 or Tuesday 1300-1350**


Week# /Deadline	Assignment	Readings
#1 8/26	Weekly seminar – <b>both groups meet together 8/26 in JD2523 at 1200</b> <ul style="list-style-type: none"> <li>• Course introduction &amp; Gantt/project chart intro</li> <li>• Sign up for presentations &amp; for first of semester conferences</li> </ul>	
#2 9/2	<ul style="list-style-type: none"> <li>• <b>Guest speaker: C.Marsh, RN, BSN ('07)</b></li> <li>• <b>Due: 495 log due ELECTRONICALLY (keep copies always!)</b></li> </ul>	Bruce & Langdon, pp. 1-17
#3 9/9 <b>Planning</b>	<b>Project group appnts with faculty. Deadline</b> for these: 9/16 <ul style="list-style-type: none"> <li>• Work on draft proposal</li> </ul>	Bruce & Langdon, pp. 18-37

appnts	<ul style="list-style-type: none"> <li>• <b>Due: log</b></li> </ul>	
#4 9/16 Planning appnts	<p><b>Project group appnts with faculty. Deadline</b> for these: 9/16</p> <ul style="list-style-type: none"> <li>• Work on draft proposal</li> <li>• <b>Due: 1) log; 2) DRAFT proposal</b></li> </ul>	
#5 9/23	<p>Weekly seminar – <b>live group meeting</b> Presentations &amp; discussion <b>Due: log</b></p>	
#6 9/30	<p>Weekly seminar - Presentations &amp; discussion</p> <ul style="list-style-type: none"> <li>▪ <b>QUIZ</b> - Bruce &amp; Langdon, pp. 1-37</li> <li>• <b>Due: log</b></li> </ul>	Bruce & Langdon, pp. 1-37
#7 10/7	<p>Weekly seminar</p> <ul style="list-style-type: none"> <li>• Presentations &amp; discussion;</li> <li>• <b>Due: log</b></li> </ul>	Bruce & Langdon, pp. 42-47
#8 10/14	<p>Weekly seminar</p> <ul style="list-style-type: none"> <li>• Presentations &amp; discussion</li> <li>• <b>Submit self-evaluation page 10 of syllabus</b></li> <li>• <b>Due: log</b></li> </ul>	Bruce & Langdon, pp. 48-51
#9 10/21	<p>Weekly seminar</p> <ul style="list-style-type: none"> <li>• Presentations &amp; discussion</li> <li>• <b>Due: log</b></li> </ul>	Bruce & Langdon, pp. 52-55
#10 10/28	<p>Weekly seminar-</p> <ul style="list-style-type: none"> <li>• <b>Quiz:</b> Bruce, A. &amp; Langdon, K. (2000). <i>Project management</i>.</li> <li>• Presentations &amp; discussion</li> <li>• <b>Due: log</b></li> </ul>	Bruce & Langdon, pp. 56-65
#11 11/4	<p>Weekly seminar</p> <ul style="list-style-type: none"> <li>• Presentations &amp; discussion</li> <li>• <b>Due: log</b></li> </ul>	Ali, pp. 1-17
 11/11	<p><b>NO CLASS: VETERANS' DAY. Thank you to all our present &amp; past troops!</b></p>	
#12 11/18	<p>Weekly seminar - Presentations &amp; discussion</p> <ul style="list-style-type: none"> <li>• <b>Library Lab B with Marcia Henry</b></li> </ul>	Ali, pp. 18-29
#13 11/25	<p>Weekly seminar</p> <ul style="list-style-type: none"> <li>• Presentations &amp; discussion</li> <li>• <b>Due: log Due: log Quiz:</b> Ali pp. 1-29</li> </ul>	Ali, pp. 30-39
#14 12/2 Project eval appnts	<ul style="list-style-type: none"> <li>• <b>Project group appnts with faculty.</b></li> <li>• <b>DUE: Written PROPOSAL &amp; grading criteria sheet</b></li> <li>• <b>Due: log</b></li> </ul>	Ali, pp. 40-53
#15 12/9 Project eval appnts	<ul style="list-style-type: none"> <li>• <b>Project group appnts with faculty.</b></li> <li>• <b>Due: Draft PORTFOLIO</b></li> <li>• <b>Submit self-evaluation p. 10 of syllabus</b></li> <li>• <b>Due: log</b></li> </ul>	Ali, pp. 54-65
#16 12/16	<ul style="list-style-type: none"> <li>• <b>Finals week quiz</b>– Bruce, A. &amp; Langdon, K. (2000). <i>Project management</i> &amp; Ali, M. (2001). <i>Marketing effectively</i>.</li> </ul>	

***NO field work may be scheduled during the semester break with express written permission from faculty.***

**Spring 2009:**

➤ **Logs due on odd numbered weeks beginning with week #3 (3, 5, 7, 9, etc)**

Week #/Date	Assignment	PRESENTERS
#1 1/21	Weekly seminar <ul style="list-style-type: none"> <li>Syllabus update/review</li> <li>Individual presentations &amp; discussion.</li> </ul>	<u>10-12 minutes presentation each week using PPT (except week #1)</u>
#2 1/28 <b>ONLINE</b>	<b>ONLINE class re Communicating your Project</b>	Write a <b>list/summary of the EVIDENCE that you are using for your project (standards, research, etc)</b>
#3 2/4	Weekly seminar - presentations & discussion. <b>Log due</b>	<u>1600: Uganda, H.S. recruitment</u> <u>1700: Bulletin Board, Stroke educ, ADN recruitment</u>
#4 2/11	Weekly seminar – presentations & discussion.	1600: BSN-SA, Earthquake education, 1700: BSE, Life stories, Calling 911
#5 2/18	Weekly seminar- Presentations & discussion. <b>Log due</b>	1600: Uganda, H.S. recruitment, Gamma Tau 1700: Bulletin Board, Stroke educ, ADN recruitment
#6 2/25	Weekly seminar - presentations & discussion. <b>Due:</b> <ul style="list-style-type: none"> <li><b>Submit self-evaluation p. 11</b></li> </ul>	1600: BSN-SA, Earthquake education, 1700: BSE, Life stories, AD education
#7 3 / 4	Weekly seminar - Individual presentations & discussion <b>Log due</b>	1600: Uganda, H.S. recruitment, Gamma Tau 1700: Bulletin Board, Stroke educ, ADN recruitment
#8 3/11 Online & indiv appnts	No group meeting. Individual student or project group appointments with faculty prn.	Work on draft posters Submit online a <b>200-250 word abstract of your project</b> with purpose, framework, objectives, evidence, activities & anticipated outcomes
#9 3/18	<b>Critique of draft posters.</b> Each group will have 10 min to present to class & be scored. No powerpoint. <b>DUE: Mock up POSTER.</b> <b>Log due</b>	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 3/25	<b>Critique of draft posters (cont.)</b>	(cont.)
#11 4/1	Weekly seminar - Individual presentations & discussion. <b>Log due</b>	1600: BSN-SA, Earthquake education, 1700: BSE, Calling 911, AD education
4/8 	<b>Have fun! It's SPRING BREAK!</b> <b>No field work may be scheduled</b>	

		<b>during Spring recess w/o permission</b>	
#12	4/15	Weekly seminar <b>Due:</b> ➤ <b>Final Portfolio</b>	1600: Uganda, H.S. recruitment, Gamma Tau 1700: Bulletin Board, Stroke educ, ADN recruitment
#13	4/22	Weekly seminar - presentations & discussion. <b>Log due</b>	1600: BSN-SA, Earthquake education, 1700: Life stories, Calling 911, AD education
#14	4/29 Meet 4/30	<b>No class on 4/29. Tomorrow NHMC</b>	
	4/30	<b>POSTER PRESENTATION –NHMC</b>	
#15	5/6	Debriefing on poster session – group discussion & critique <b>Due:</b> ➤ <b>Final Proposal</b> ➤ <b>Self-evaluation p. 11 of syllabus</b> ➤ <b>Final Log due</b>	Bring posters this week to set up in lab to share with faculty & other students.
#16	5/13	1. Meet to pick up materials. 2. Individual or group appointments with faculty prn <b>Due:</b> ➤ <b>Online program assessment</b>	Pick up posters & portfolios

**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: \_\_\_\_\_

<b>Objectives</b>	<b>Pass/Fail</b>
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	

**COMMENTS:** \_\_\_\_\_  
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**1<sup>st</sup> 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><b>TITLE</b> Clear, concise, &amp; delimiting</p> <p><b>CONTENT</b> Contains all necessary sections as describe in syllabus &amp; guidelines, or as assigned by faculty. <b>GIVE SPECIFICS!</b>            *Description of issue  <b>*Use Orem as guiding framework</b>            *Literature review, <b>incl levels of RESEARCH &amp; other EVIDENCE</b>            *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 &amp; health-related research &amp; literature.</p> <p><b>ORGANIZATION</b> Purpose is specified in introduction.</p> <p>Body of paper is related to introduction.</p> <p>Conclusion is based on purpose &amp; body of paper and goes beyond summary.</p> <p>Well-organized with logical flow.</p> <p><b>FORMAT &amp; STYLE</b> Follows established APA guidelines.</p> <p>Correct grammar, sentence, &amp; paragraph structure.</p> <p>Clear expression of ideas.</p>		
TOTAL POSSIBLE: 40 points TOTAL EARNED _____ %		
FACULTY SIGNATURE _____		

mefh  
reviewed annually

**2<sup>nd</sup> Semester Final Paper**  
**FINAL PAPER -SUBMIT HARD COPY & COPY ON DISK or EMAIL**  
***(Complete heading and submit to your faculty with your paper.)***

Student names: \_\_\_\_\_ Date: \_\_\_\_\_

Course: HSci 495AA Topic: \_\_\_\_\_

CRITERIA	Points earned	Comments
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**TITLE**

Clear, concise, & delimiting

**CONTENT**

Contains all necessary sections as **described in author guidelines**. If no author guidelines then include these topics

- \*Orem as framework
- \*Assessment
- \*Problem/objectives
- \*Desired outcome(s)
- \*Literature review (Context of project) **incl levels of RESEARCH & other EVIDENCE**
- \*Planned interventions
- \*Implementation
- \*Evaluation of both desired outcomes & effectiveness of plan in reaching those. What went well with plan & why. What did NOT go well with plan & why? Also, include final products/pictures/etc. if any. Give tables with hard data or feedback.

Any additional sections contribute to purpose of paper (e.g., appendices of products, etc.)

Supported by nursing & health-related research & literature.

**ORGANIZATION**

Purpose is specified in introduction.

Body of paper is related to introduction.

Conclusion is based on purpose & body of paper and goes beyond summary.

Well-organized with logical flow.

**FORMAT & STYLE**

Follows established APA guidelines or journal specifications.

Correct grammar, sentence, & paragraph structure.

Clear expression of ideas.

TOTAL POSSIBLE: 30 points TOTAL EARNED \_\_\_\_\_

FACULTY SIGNATURE \_\_\_\_\_

mefh  
reviewed annually

### Draft Poster Presentation Grading Criteria

Student names: \_\_\_\_\_ Date: \_\_\_\_\_

Course: HSci 495AA Total: \_\_\_\_\_

Points	18-20 (A)	16-17 (B)	14-15 (C)	0-13 (D & F)
<b>Poster:</b> 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 and 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.
<b>Discussion:</b> Content	Shows excellent knowledge of subject area and talks at a level appropriate to the audience.	Shows good knowledge of subject area with few omissions or errors.	Knowledge of subject area is satisfactory with few errors or omissions.	Little evidence of any real knowledge of subject area.
Delivery	Clearly well rehearsed and fits into 10 minute time limit. The talk adds to and develops understanding of the poster.	Generally well delivered. The talk is relevant and builds on the content of the poster.	The talk explains the poster and provides some extra information.	Reads from notes or poster and level not appropriate to audience.
<b>Question and Answer Session:</b> Response	Demonstrates a high level of understanding and where appropriate expands on the 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/heinf\\_exchange/poster\\_grading.doc](http://www.heacademy.ac.uk/assets/hlst/documents/heinf_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:**