

**SCHOOL OF NURSING**

**Undergraduate Nursing**

NUR 3352 CL – Medical Surgical I: Clinical (2 Credit Hours)

**Placement:** Fall 2024

**Faculty:**  Dr. Julie Bowser, PhD, RN, CSN

Associate Professor of Nursing

Office: Library #110

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Office hours: Monday 2-4pm

**Class times:** Wednesday/Thursday (Students to follow assigned clinical day/time)

**Location:** OCE 113 & assigned clinical facilities

**Adjunct Instructors:**

**Madelyn Parker, MSN, RN** **Dr.** **Irene Figaro, DNP, RN, CEN**

Instructor of Nursing Instructor of Nursing

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**McKenna Brown, MSN, RN Dr. Julie Bowser, PhD, RN, CSN**

Instructor of Nursing Associate Professor of Nursing

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**Course Description:**

This course provides the clinical component to [NUR 3343](http://catalog.pba.edu/search_advanced.php?cur_cat_oid=46&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=nur+3352#tt9940) Medical-Surgical I Theory applying concepts of health promotion, disease prevention, and disease process for diverse adult and older adult populations and their affected families in the Medical-Surgical setting. The nursing process guides compassionate, patient-centered, evidence based care partnering with patient and family. Ethical and legal values and the Christian worldview are interwoven in a culturally congruent process in each clinical setting. The professional role of the nurse is developed at the novice level as students provide care in the acute care setting.

Prerequisite: [NUR 2003](http://catalog.pba.edu/search_advanced.php?cur_cat_oid=46&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=nur+3352#tt6069); [NUR 2023](http://catalog.pba.edu/search_advanced.php?cur_cat_oid=46&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=nur+3352#tt2764) ; [NUR 2004](http://catalog.pba.edu/search_advanced.php?cur_cat_oid=46&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=nur+3352#tt6162); [NUR 2012](http://catalog.pba.edu/search_advanced.php?cur_cat_oid=46&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=nur+3352#tt9779)
Corequisite: [NUR 3013](http://catalog.pba.edu/search_advanced.php?cur_cat_oid=46&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=nur+3352#tt422); [NUR 3343](http://catalog.pba.edu/search_advanced.php?cur_cat_oid=46&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=nur+3352#tt3637)
Availability: Fall/Spring

**Textbooks/Learning Materials:**

**Required:** Ackley, B. J., Ladwig, G. B., & Makic, M.B. F. (2017). *Nursing diagnosis handbook: A guide to planning care.* (12th ed.). St. Louis, MO: Mosby. ISBN-13: 978-0323551120

**Recommended:** American Psychological Association (2019). Publication manual of the American Psychological

 Association (7th ed.). American Psychological Association.

**Additional Laboratory and Technological Resources:**

* Drug Calculation Resources
* All other textbooks previously required in the program are resources. Each resource provides the student with relevant information that informs nursing praxis.
* Web based software

**Course Learning Outcomes: Clinical**

Upon satisfactory completion of the course, the student will be able to:

1. Apply knowledge of various disease processes for selected adult and older adult physiological systems to nursing care in the medical-surgical setting.

**QSEN Patient-Centered Care**

1. Develop an individual plan of care related to the assessments of selected patients including medication and laboratory analysis.

**QSEN Patient-Centered Care & Safety & Informatics**

1. Implement theory, research-based knowledge from the arts, humanities, sciences and nursing in the individualized care for adults, older adults, and families affected by selected disease processes.

**QSEN Evidenced-Based Practice**

1. Discuss the General System Model and the nursing process in assessments and implementations for adults, older adults, and families experiencing disease processes.

**QSEN Patient-Centered Care**

1. Implement appropriate, culturally sensitive communication with adults, older adults, and their families.

**QSEN Patient-Centered Care**

1. Identify and discuss anticipated needs for patient education in a medical-surgical environment.

**QSEN Patient-Centered Care**

1. Observe and discuss the complexities of perioperative experiences.

**QSEN Patient-Centered Care & Evidenced- Based Practice**

1. Document relevant information regarding assigned medical-surgical patients utilizing legal, ethical, and nursing process components. Gain exposure to electronic documentation.

**QSEN Informatics**

1. Discuss professional values (legal and ethical) and the Christian worldview in relation to the provider of care role. **QSEN Teamwork and Collaboration**
2. Discuss professional practice responsibility and accountability standards for the provider of care role.

**QSEN Teamwork and Collaboration**

1. Demonstrate competent safe patient care.**QSEN Safety**

**Measures of Outcomes:**

**Teaching/Learning Methods:**

1. Discussion
2. Lab / Clinical Skills Review
3. Review Case studies
4. Observation OR/PACU
5. Auto tutorial and independent learning activities
6. Client Education Project
7. Direct Client Care
8. Clinical Simulation
9. Journal
10. Clinical evaluations

**Requirements of the Course:**

1. Read and prepare all assigned material prior to clinical.
2. Attend all scheduled practicum experiences on time.
3. Be prepared and participate in Pre and Post Clinical discussion.
4. Complete all patient assignments safely and satisfactorily with a completion of assigned paperwork of 75% or greater.

**Course Outline and Agenda:**

Please refer to the “NUR 3352 CL Calendar” that details course content, text readings and required assignments. Please refer to Canvas as well. NUR 3343 Theory is also correlated with this course, so readings and assignments in that course will be concurrently relevant to your practicum.

**Evaluation:**

|  |  |
| --- | --- |
| ATI assignments  | 10% |
| Journal submissions  |  10% |
| Daily Holistic Assessment Tool (DHAT)  | 10% |
| Nursing Care of the Surgical Client APA Paper |  15% |
| Care plan with a minimum of three nursing diagnoses with entire assessment tool | 15% |
| Client Education Project | 10% |
| Drug Calculation QuizThe minimum drug calculation competency test is part of the students’ clinicalgrade, and students will not be permitted toprovide patient care until the competency has been demonstrated. Drug calculationmust count for a minimum of 5% ofthe course grade, but its weight may be higher as appropriate for coursecontent/outcomes. Minimum Competency for this course quiz is 96.* + 1. Minimum competency test 5%
		2. First retake/mastery 4%
		3. Second retake/mastery 3%
		4. Student will be withdrawn from the course if not successful after the third attempt.
 | 5% |
| Clinical Performance Evaluation –Midterm and Final. This includes journals, weekly documentation, and conference participation in addition to clinical performance, and simulation. The student must have a satisfactory in all areas on the clinical performance evaluation by the final evaluation. Any student with an unsatisfactory in any area at the final evaluation will not pass the course. | 25% |
|  | Total 100% |

**Assignment Guidelines:**

Written Documentation

Every new patient assignment/encounter requires documentation. Your weekly documentation focus will vary per week and will be clearly communicated by your professor. Documentation and scheduled assignments must be completed as indicated in the course schedule and Canvas due dates using the Daily Holistic Assessment Tool (DHAT) in the drop box provided. Please follow the DHAT guidelines/expectations provided on Canvas. Points will be deducted if these guidelines are not followed. Late assignment policy: If the DHAT is submitted after the indicated due date of Saturday by midnight, the student will receive a zero.

Clinical Journals

Journal themes will be listed on Canvas. These will be due every Saturday before midnight. You will want to review the journal rubric prior to completing your journals. Late assignment policy: If the journal is submitted after the indicated due date, the student will receive a zero.

ATI Assignments

Students will be using ATI for many clinical related assignments. It is required that students complete these assignments prior to attending clinical to ensure productive hands-on learning, especially while in the front-loading weeks of clinical. The student will receive a “complete” if the minimum competency level is reached for all parts of the assignment. If the student scores below the indicated ATI assignment benchmark, then Canvas will reflect an “incomplete” in gradebook. Late assignment policy: Students will receive an “incomplete” or zero (0) if the ATI assignment is not completed by the indicated due date.

Only those papers/assignments submitted on or before the designated time will receive full credit. **Students who do not submit assignments may not be permitted to participate in the succeeding clinical experience (an absent day) and will result in point deduction according to the SON handbook for clinical absences**. The previous week’s assignment must be received for the student to be permitted to participate in succeeding clinical experiences. In this event, the student must recognize that she/he is at risk for not meeting course outcomes and expectations.

**Last Day to Add/Drop Courses: August 23, 2024**

**Last Day to Withdraw without Academic Penalty: September 13, 2024**

**Grading Scale:**

Students must achieve a minimum of a C in each nursing course.

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| --- | --- |
| A | 93 – 100 |
| A- | 90 – 92  |
| B+ | 87 – 89 |
| B | 84 – 86  |
| B- | 82 – 83  |
| C+ | 79 – 81  |
| C | 75 – 78  |
| D | 65-74 |
| F | 64-Below |

## *Clinical Attendance Policy:*

Students are required to attend clinicals. Absences from clinical may affect the student’s progression and successful completion of the BSN program.

* Students who are not prepared for clinical may be asked to leave and incur the penalty set forth in this policy. Preparedness includes mental and physical aspects (rested, proper uniform and equipment, etc.).
* Two episodes of tardiness (tardy is defined as student arrival to the clinical floor/unit after the identified clinical start time) count as an absence and incur the penalty set forth in this policy.
* A student must meet all requirements and expected outcomes of the course in order to pass. Failure to meet the expected outcomes may result in failing the course despite having a passing grade on written work or having completed the make-up hours for missing the clinical.
* Students with severe illness or injury must obtain a medical clearance before returning to future clinical courses. Students who have been cleared for “light duty” may not be able to meet the course objectives. Some facilities may not allow students with prostheses, casts, crutches, or other assistive devices.
* Students with infectious disease symptoms may be required to excuse themselves from the provision of nursing care to clients. Individual clinical agency policies must be followed.
* Makeup work must be completed by the due date or additional penalties will be incurred.
* A 12-hour clinical counts as 2 clinical days for the purpose of attendance/absence and loss of points.
* Students are required to notify their clinical instructor of any absence at least one hour prior to the start of their clinical shift.

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| **Absence Type** | **Penalty** |
| Absence for university event or internship orientations(with faculty prior approval and appropriate documentation) | No loss of points; requires makeup |
| Absence  | -4 percentage points off of final grade:Absence ***with*** communication to instructor greater than 1 hour prior to the start of the clinical shift; requires makeup  -8 percentage points from final grade: Absence ***without*** communication with instructor greater than 1 hour prior to the start of the clinical shift; requires makeup  |
| 2 or more absences | May result in a failing grade or an administrative withdrawal from the course |

### Planned Absences and Procedure

An excused absence may be negotiated for a student to participate in an event that will promote professional or spiritual development. Permission from all faculty members in the course(s) that will be missed is required within the designated time frame. Examples of planned absences include: University or professional sponsored activities such as the Florida Student Nurse Association Convention.

**Additional Requirements:**

1. Attendance is required at each clinical. Each student is expected to arrive on time to the clinical facility. **The student must call the instructor 1 HOUR prior to the start of clinical if you are unable to attend or if you unable to arrive on time. If you are absent, a makeup assignment will be assigned by your clinical instructor and must be completed within one week to be given credit**. Refer to the SON student handbook to review guidelines for clinical absences and tardiness including point deductions. Arriving to clinical after the scheduled time is not acceptable. This scheduled arrival time will be specified by the faculty.
2. Each student is offered the opportunity to practice technical skills in the SON lab. Contact the lab coordinator to verify open lab times.
3. Uniform with or without lab coats is required in the skills lab during a clinical day. As a student, you are required to be present for the entire length of time designated for lab simulation and orientation, to be credited as clinical hours.
4. Refer to yourSON student handbook regarding proper attire and other clinical requirements.
5. **Only PBA Email** should be used for communicating with faculty.
6. Smart phones/tablets will be used only for clinical application.
7. **Plagiarism:** Maximum punishment for plagiarism, cheating, and other violations of academic integrity will be executed per PBA Policy.
8. Before medication administration, the following information must be known. Your clinical instructor may require additional requirements based on the individual facility guidelines.
9. Medication, dose, route, frequency, scheduled times (appropriate calculations for delivery of safe doses over time)
10. Classification specific to client
11. Rationale for individual client receiving medication to include therapeutic and physiologic actions
12. Side effects
13. Nursing implications specific to client and route

**Americans with Disabilities Act (ADA) Statement:**

Palm Beach Atlantic University complies with the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, the Americans with Disability Act (ADA) of 1990, and Section 504 of the Rehabilitation Act of 1973, which ensures equal access and prohibits discrimination based on disability, as well as providing reasonable and appropriate accommodation for qualified individuals with disabilities. Students with questions about their entitlement to benefits or grievances under these statutes should contact the Office of Academic and Accessibility Resources (OAAR), at (561) 803-2061 or accessibility@pba.edu. The OAAR is located on the Lower Level of the Lassiter Rotunda in the Warren Library. Accommodations will be provided only after the student has officially registered and completed the process with OAAR. The student is responsible for self-identifying with OAAR and providing each course instructor with a copy of the approved accommodations plan for activation immediately after receiving it. Please keep in mind that accommodations are not retroactive.

# Online Resources:

PBA uses the Canvas Learning Management System (LMS) for most of our course resources. To access Canvas, log into [myPBA](https://my.pba.edu/ics) and click [Canvas](https://pba.instructure.com/) under **Quick Links** on the left side. If myPBA is down, you may access Canvas by visiting [canvas.pba.edu](https://pba.instructure.com/) and logging in with your PBA username and password. You may also access Canvas by downloading the CanvasStudent app from the store on any mobile device. For 24/7 assistance with Canvas, call Canvas Support at 1-844-766-9909 or chat live online. Click **Help** in the blue navigation menu in Canvas for other resources. You may also contact PBA’s eLearning Department by emailing onlinehelp@pba.edu, calling 561-803-2652, or visiting our offices at 1301 S. Olive Avenue. Our office hours are Monday–Friday, 8 am–5 pm. To reset your PBA password, use the [Password Reset](https://pwreset.pba.edu/) **Quick Link** on myPBA. For assistance with resetting your password, call the PBA Help Desk at 561-803-2027 (choose option 1, then option 1 to speak to someone) or email Help\_Desk@pba.edu. For other resources available at PBA, such as myPBA, the Warren Library, Academic Writing Excellence center, tutoring, and academic support, click **Student Resources** in your Canvas course navigation. If you have questions about the course, email your professor through the Canvas **Inbox**. You can expect a response within 24 hours.

**Hurricane Preparedness**

Palm Beach Atlantic University has plans in place to help students, faculty and staff prepare for the approach of a tropical storm or hurricane. Our plans include:

* Notification of class cancellations or campus closings prior to the storm
* Information updates during the storm
* Reports on power outages or damage to campus facilities as a result of the storm
* Information on reopening campus and resumption of classes

University information is communicated through several official sources: e-mail list serves, the PBA website (www.pba.edu), campus cable system, campus telephone system, information lines, the main PBA Facebook page and the main PBA Twitter account. Campus Safety and Security: (561) 803-2500

\*\*\*In the event of a hurricane, students will be notified of a contingency plan specific to their course. These plans will be relayed to the students via email and/or the Canvas platform.

**Guidelines for Daily Holistic Assessment Tool (DHAT)**

For each patient encounter, you will be required to complete a DHAT. It is expected that at a minimum, students complete the entire assessment, medications and labs/diagnostics and document 3 complete nursing diagnoses in order of priority.

Pathophysiology: Use Lippincott Advisor or your Med-Surg 1 textbook as a reference. The pathophysiology should reflect the admission diagnosis/current diagnosis.

Assessment: ALL parts of the assessment must be completed. If students leave a section blank, points will be deducted. Students, if you were unable to assess something due to the patient’s cognition, then document WHY you were unable to assess it. For example, “Unable to assess patient’s spiritual beliefs due to mental status.” All other components of the assessment that you can complete (assessments that do not require questioning) must be documented clearly.

3 Nursing Diagnoses: Must have nursing diagnosis, related to factor AND as evidenced by data (subjective/objective). Prioritize nursing diagnoses. For example, “risk for” diagnoses should NOT be the #1 priority, the first diagnosis should be related to current/actual problems, not potential problems.

Nurses Notes: Use the DAR (data, action, response) method. A minimum of two DAR documentations are required.

Labs/Diagnostics: Document information in all columns. Relate the labs/diagnostics to the admitting diagnosis and past medical history of the patient. Under "Nursing significance," documentation should address assessments the nurse should complete. Document things that you will monitor, evaluate, and educate the patient on as it pertains to the specific labs or diagnostics. Relate ALL labs/diagnostics back to the patient and the diagnoses/problems.

Medications: Document information in all columns. Relate the medications to the admitting diagnosis and past medical history of the patient. Under "Client specific nursing implications," documentation should address assessments the nurse should complete. Document things that you will monitor, evaluate, and educate the patient on as it pertains to the specific medications. Relate ALL medications back to the patient and the diagnoses/problems.

References: Do not forget to cite your sources. It is expected that you use your Med-Surg textbook and/or Lippincott Advisor.

 NUR 3352: Med -Surg 1 Clinical

DHAT: Evaluation Criteria Rubric

Complete Head to Toe Assessment 3 points

3 Nursing Diagnosis 3 points

Medication Sheet/References 2 points

Lab Sheet 1 point

Nursing Notes/DAR format 1 point

TOTAL 10 POINTS

All areas in each section of the DHAT must be complete to receive full points.

**Guidelines for Client Education Project**

Purpose: The purpose of this assignment is to provide you with the experience of teaching a client with a specific educational need. We will teach ourselves in post clinical conference in preparation to teach a client the following semester.

Process:

1. Review patient education chapters in Fundamentals and/or MS textbook
2. Identify an appropriate topic for your client’s health education needs.
3. This teaching project will take place during post clinical conference among your professor and your peers.
4. Adequately prepare for your teaching exercise.
5. Use visuals, handouts, or diagrams to reach the visual and the auditory learners.
6. Allow 10-15 minutes for the entire exercise.
7. Identify any safety measures that might be important for the client to know.
8. Think about your topic and find out what would be important for the patient to know.

Evaluation:

1. Assess the client’s educational need and identify your teaching topic 25%

2. Utilize language and presentation style that a patient can understand 25%

3. Be Concise, thorough and creative 25%

4. Evaluates the clients understanding of the teaching exercise 25%

| NUR 3352 Med/Surg 1 ClinicalClient Education Project Rubric |
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| **Criteria** | **Ratings** | **Pts** |
| Learning NeedsHow learning need was assessed with patient (5 pts)Topic identification stated (5 pts)Educational need appropriate (5 pts)All educational areas covered (5 pts)Safety concerns for the patient (5 pts) | This area will be used by the assessor to leave comments related to this criterion. | 25 pts |
| Learning Outcome: ComprehensibilityUtilizes clear language (10 pts)Presentation style: visuals, handouts (10 pts)One scholarly journal reference used (5 pts) | This area will be used by the assessor to leave comments related to this criterion. | 25 pts |
| Learning Outcome: PresentationConcise; 5 min limit (10 pts)Creative (10 pts)Eye contact (5 pts) | This area will be used by the assessor to leave comments related to this criterion. | 25 pts |
| Learning Outcome: ReflectionClient evaluation of the understanding (10 pts)Client experience and input (10 pts)How you would change the education session (5 pts) | This area will be used by the assessor to leave comments related to this criterion. | 25 pts |
| Total Points: 100 |

**Guidelines for Nursing Care of the Surgical Patient- OR/PACU Observation Experience**

Directions: Follow the instructions in your syllabus to write the surgical paper. The paper must be in APA 7th edition format.

Purpose: The purpose of this assignment is to help you to focus and reflect on your observational experience

Process:

1. Prepare/Read/Review patient perioperative chapters in MS and/or Fund textbook
2. Sleep well the night before and be certain to eat some breakfast
3. Bring the OR/PACU paperwork with you
4. Meet at the designated time and place in proper attire as described during orientation
5. You will be attending post conferences
6. Notice everything that is happening, ask questions, and analyze your experiences.
7. Complete the typed assignment with cover sheet and reference page. Must be APA style and be equivalent with a Baccalaureate level.
8. Submit Paper in drop box on Canvas by indicated due date
9. **Content for assignment:** (ALL questions must be answered within your paper. Please use headings.)
	1. How do the PACU/OR environments differ from a general medical-surgical floor (technologies, communication, documentation etc.)?
	2. What were the Registered Nurse roles you observed in each area?
	3. How was the patient kept safe?
	4. Identify the types of surgeries/procedures you observed.
	5. Choose one surgical experience. What would a patient need to know before they had surgery? What would be appropriate nursing care for this patient after transfer to a medical-surgical unit? What is the relationship between postoperative pain and or psychosocial issues and this particular surgery?
	6. Did any patients experience complication(s) during surgery or the post-anesthetic period? Discuss the nature of any complication(s) and how it was managed.
	7. Describe any other observations/insights.
	8. Describe your reaction to this experience.

\*If you did not have the ability to go to the OR/observe a procedure, then you will watch all the surgical educational videos provided on Canvas to answer the 8 questions listed above.

Evaluation:

1. Concise and thorough; Evidence of reflective thought processes 5%
2. Addresses each of the content areas 70%
3. Reflects readings from Lewis and other texts to receive full credit 5%
4. Spelling, syntax, grammar, cover page, level headings, reference page, APA 20%

Equivalent to a Baccalaureate level writing. **Please have your paper reviewed by the writing lab before submission.**

| NUR 3352 Surgical Paper Rubric |
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| **Criteria** | **Ratings** | **Pts** |
| This criterion is linked to a Learning OutcomeGeneral PresentationReport is concise, thorough, and demonstrates evidence of reflective thought processes. | This area will be used by the assessor to leave comments related to this criterion. | 5 pts |
| This criterion is linked to a Learning OutcomeContent (1)Report includes explanation of how the PACU/OR environments differ from a general medical-surgical floor (technologies, communication, documentation etc.). | This area will be used by the assessor to leave comments related to this criterion. | 8.75 pts |
| This criterion is linked to a Learning OutcomeContent (2)States the Registered Nurse roles observed in each area. | This area will be used by the assessor to leave comments related to this criterion. | 8.75 pts |
| This criterion is linked to a Learning OutcomeContent (3)Describes how the patient was kept safe. | This area will be used by the assessor to leave comments related to this criterion. | 8.75 pts |
| This criterion is linked to a Learning OutcomeContent (4)Identifies the types of surgeries/procedures observed. | This area will be used by the assessor to leave comments related to this criterion. | 8.75 pts |
| This criterion is linked to a Learning OutcomeContent (5)Choosing one surgical experience, report addresses the following questions: What would a patient need to know before they had surgery? What would be appropriate nursing care for this patient after transfer to a medical-surgical unit? What is the relationship between postoperative pain and or psychosocial issues and this particular surgery? | This area will be used by the assessor to leave comments related to this criterion. | 8.75 pts |
| This criterion is linked to a Learning OutcomeContent (6)Notes any patients who experienced complication(s) during surgery or the post-anesthetic period, and discusses the nature and management of the complication(s). | This area will be used by the assessor to leave comments related to this criterion. | 8.75 pts |
| This criterion is linked to a Learning OutcomeContent (7)Describes additional observations/insights. | This area will be used by the assessor to leave comments related to this criterion. | 8.75 pts |
| This criterion is linked to a Learning OutcomeContent (8)Describes student's reaction to the experience. | This area will be used by the assessor to leave comments related to this criterion. | 8.75 pts |
| This criterion is linked to a Learning OutcomeText IntegrationReport reflects readings from Lewis and other texts. | This area will be used by the assessor to leave comments related to this criterion. | 5 pts |
| This criterion is linked to a Learning OutcomeGrammar, Style, and FormatRepresents correct spelling, syntax and grammar; includes a cover page, level headings, and reference page; adheres to APA style and format. | This area will be used by the assessor to leave comments related to this criterion. | 20 pts |
| Total Points: 100 |

**Nursing Care Plan Grading Tool**

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| **Pertinent Assessment Data** | Subjective – 2pts Objective – 4pts |
| **Priority Nursing Diagnosis** | Diagnosis:2ptsRelated to: 2 ptsAs evidenced by: 2ptsSecondary to: (optional) |
| **Plan/Goal (**positive re-statement of nursing diagnosis identifying overall goal) | Goal 2ptsReasonable time frame 1ptListed Outcome Criteria:(primarily from the “as evidenced by” indicators) 2pts |
| **Implementation**  | Assessment 2ptsInterventions 2ptsRationale for each intervention 1ptEducation 2pts |
| **Evaluation** | Evaluation from Outcome Criteria2ptsWhat is the next step? 2pts |
| **APA References** | Must include each reference used to create the Plan of Care 2pts |
| **Total Possible Points** | 30 |

**Journal Rubric**

**NUR 3352 Med/Surg 1 Clinical**

**Journal Rubric**

Total Points: 10 points

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| Late journal entries – submitted after indicated due date | - 10 points (grade of zero) |
| Answers the Prompt Completely | 3 points |
| Word count of 450 or more and Turn It In submission | 2 points |
| 2 Scholarly Journal Articles Used for References ( -1 if only 1 used) | 2 points |
| Title Page & Reference page | 2 points |
| Correct APA formatting | 1 point |