

Rubric: Oral History Project

Criteria/Points:	Advance (8)	Proficient (7)	Basic (4-6)	Minimal (1-3)
Artifacts	Included several artifacts (important people, places, or things) that were significantly representative of the person's stories.	Included some artifacts (important people, places, or things) that were representative of the person's stories.	Included artifacts (important people, places, or things) that were vaguely representative of the person's stories.	Does not include artifacts (important people, places, or things) that were representative of the person's stories.
Memoir	1 – 2 page memoir written/dictated by the person that illustrates an significant "slice" of person's life.	1 – 2 page memoir written/dictated by the person that illustrates a somewhat important "slice" of person's life	1 – 2 page memoir written/dictated by the person that is vague about a "slice" of person's life.	Does not include a memoir.
Photographs	Thoughtfully chosen photographs of person and of other significant people/events in person's life.	Well chosen photographs of person and of other significant people/events in person's life.	Demonstrates some thought in choosing photographs of person and of other events in person's life.	No photographs included.
Research	Thorough research based on the interview and a topic of interest. Clearly identified in the presentation.	Research based on the interview and a topic of interest. Identified in the presentation.	Minimal research based on the interview and a topic of interest; Not easily identified in the presentation.	Very little evidence of research based on the interview and a topic of interest; No included in presentation.
Reflection of graduate-level standards in writing.	Writing is developed and organized. There are no errors. Graduate-level standards and quality are evident; is consistent with APA style.	Writing is developed by topic and well organized. It has few errors.	Writing is somewhat developed. Organization may be vague. Paper has a number of errors.	Writing is not well developed. Organization is vague and paper has many errors.

**PORTFOLIO EVALUATION RUBRIC
CONCEPTS OF PROFESSIONAL NURSING**

Grade	Content	Qualities
<p style="text-align: center;">A \ 90-100</p>	<ol style="list-style-type: none"> 1. Includes all written in and outside of class assignments. 2. Includes theory paper. 3. Includes summary of contribution to the group class project. 4. Includes brief reflections of learning for 1-3. 5. Presentation of portfolio is well organized and neat. 	<ol style="list-style-type: none"> 1. All papers are typed and consistently adhere to APA format and correct grammar and spelling. 2. Reflections on learning from each assignment are consistently thoughtful and in depth. 3. Reflections are consistently related to an evaluation of student's progress toward academic and professional goals in this course.
<p style="text-align: center;">B 80-89</p>	<ol style="list-style-type: none"> 1. Includes all written in and outside of class assignments. 2. Includes theory paper. 3. Includes summary of contribution to the group class project. 4. Includes brief reflections of learning for 1-3. 5. Presentation of portfolio is well organized and neat. 	<ol style="list-style-type: none"> 1. All papers are typed and consistently adhere to APA format and correct grammar and spelling. 2. Reflections on learning from each assignment are often thoughtful and in depth, but are occasionally superficial. 3. Reflections are usually related to an evaluation of student's progress toward academic goals but occasionally do not address professional goals in this course .
<p style="text-align: center;">C 70-79</p>	<ol style="list-style-type: none"> 1. Includes all except 1-2 written in and outside of class assignments. 2. Includes theory paper. 3. Includes summary of contribution to the group class project. 4. Includes brief reflections of most learning for 1-3. 5. Presentation of portfolio is organized and neat enough to find and understand presented material. 	<ol style="list-style-type: none"> 1. All papers are typed but occasionally are inaccurate in relation to APA format or demonstrate some difficulty in editing for correct grammar and spelling. 2. Reflections on learning from each assignment are occasionally thoughtful but are most often superficial. 3. Student occasionally is unable to relate evaluations to his or her progress toward academic and professional goals in this course.

<p style="text-align: center;">D</p> <p style="text-align: center;">60-69</p>	<ol style="list-style-type: none"> 1. Includes all written in and outside of class assignments. 2. Includes theory paper. 3. Includes summary of contribution to the group class project. 4. Includes brief reflections of learning for 1-3. 5. The portfolio is poorly organized making it difficult to find and understand included materials. 	<ol style="list-style-type: none"> 1. All papers are typed but often use inaccurate APA format, and demonstrate consistent difficulty in editing for correct grammar and spelling. 2. Reflections on learning from each assignment are frequently missing or consistently demonstrate a superficial level of thinking about the subject. 3. Student is consistently unable to relate evaluations to his or her progress toward academic and professional goals in this course.
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**Introduction to Nursing Practice N320
Nursing Care Plan Grading Rubric**

Elements of Nursing Process	Grade A 90-100 (max. pts in parens)	Grade B 80-89	Grade C 70-79	Grade D 60-69
Assessment Maximum Points 20	All data on ESU Nursing Assessment Data Base is complete, specific, and accurate to assigned client. (15 pts) Data is clustered so that defining characteristics and potential risks are evident. (5 pts)	One or two areas on data base are incomplete, but the rest is specific and accurate to assigned client. (15 pts) Data is clustered so that defining characteristics and potential risks are evident. (5 pts)	More than two areas on data base are incomplete. Completed data is accurate but occasionally is not specific to assigned client. (15 pts) One or two errors noted in clustering appropriate data to define characteristics and risks. (5 pts)	Nursing Assessment data base has more than five incomplete areas. Some of data is inaccurate and not specific to the assigned client. (15 pts) Most data is not clustered or inaccurately clustered to define risks or characteristics. (5 pts)
Nursing Diagnosis Maximum Points 10	3 Nursing Diagnoses are prioritized accurately according to Maslow's hierarchy. Each diagnosis contains an accurate, nursing focused 'related to' statement. (5 pts) Each diagnosis presents an accurate pattern of related cues specific to the client (AEB or MB). (5 pts)	3 Nursing Diagnoses are presented. Two diagnoses are accurately prioritized according to Maslow's hierarchy. (5 pts) Each diagnosis contains an accurate, nursing focused 'related to' statement. Two of 3 diagnoses presents an accurate pattern of related cues specific to the client (AEB or MB). (5 pts)	3 Nursing Diagnoses are presented. Only one nursing diagnosis is accurately prioritized . At least one nursing diagnosis has a medical rather than nursing focused 'related to' statement. (5 pts) One diagnosis presents an accurate pattern of related cues specific to the client (AEB or MB). (5 pts)	Only 2 Nursing Diagnoses are presented and accurately prioritized, or 3 diagnoses are presented and all three are inaccurately prioritized. (5 pts) More than one nursing diagnosis has a medical rather than nursing focused 'related to' statement. The pattern of related cues (AEB or MB).are inaccurate or not specific to the client, or are missing. (5 pts)
Planning Maximum Points 10	One client outcome is identified for each nursing diagnosis. The client outcome is appropriate to the diagnosis. The goal is individualized and patient centered; it is realistic in the client context. (5 pts) Two outcome criteria are identified for each client outcome. Each outcome is measurable (able to be evaluated) and contains a time frame for evaluation. (5 pts)	One client outcome is identified for each nursing diagnosis. The client outcome is appropriate to the diagnosis, and individualized to the patient concerns; occasionally the outcome is unrealistic in the client context. (5 pts) Two outcome criteria are identified for each client outcome. One outcome is either not measurable or is missing the time frame for evaluation. (5 pts)	One client outcome is identified for each nursing diagnosis. One client outcome is inappropriate to the diagnosis, or the patient concerns, or is unrealistic in the client context. (5 pts) Two outcome criteria are identified for each client outcome. One outcome is either not measurable or is missing the time frame for evaluation. (5 pts)	One client outcome is missing for one of the 3 nursing diagnoses. Two client outcome are inappropriate to the diagnosis, or the patient concerns, or are unrealistic in the client context. (5 pts) One outcome criteria is identified for each client outcome. The outcome is either not measurable or is missing the time frame for evaluation. (5 pts)

Interventions Maximum Points 16	3 interventions are stated for each client outcome. Each intervention specifies who, what, when and how the nursing order is to be carried out. (5 points/intervention) Minimum of 1 intervention which student implements. (1 pt)	3 interventions are stated for each client outcome. One or two specifics of who, what, when and how the nursing order is to be carried out are missing from one intervention. Minimum of 1 intervention which student implements.	2 interventions are stated for each client outcome. One or two specifics of who, what, when and how the nursing order is to be carried out are missing from two interventions. Minimum of 1 intervention which student implements.	One intervention is stated for each client outcome. Two or more specifics of who, what, when and how the nursing order is to be carried out are missing from each intervention. Minimum of 1 intervention which student implements.
Rationale Maximum Points 15	Scientific rationale from the Craven text are stated for all interventions. (2 pts) Each rationale relates each intervention to the client's health problem/NDx. (12 pts) Source: author, page number included for each rationale. (1 pt)	Scientific rationale from the Craven text are stated for all interventions. One rationale does not relate intervention to client's health problem. Source: author, page number included for each rationale.	One Scientific rationale from the Craven text is missing for 1 intervention. Two rationale do not relate interventions to client's health problem. Source: author, page number included for each rationale.	Two or more Scientific rationale from the Craven text are missing for two or more interventions. Three rationale do not relate interventions to the client's health problem. Source: author, page number are missing for one or more rationale.
Evaluation Maximum Points 20	All client outcomes are evaluated in terms of nursing measurement, client response or findings, and achievement of client outcome. (10 pts) Attempted intervention is evaluated. Goal judgment and next modification of care plan is indicated. (10 pts)	One element of nursing measurement, client response or findings, or achievement of client outcome is missing in evaluation of client outcomes . Attempted intervention is evaluated. Goal judgment and next modification of care plan is indicated.	Two elements of nursing measurement, client response or findings, or achievement of client outcome is missing in evaluation of client outcomes . Attempted intervention is evaluated with some need for instructor guidance. Goal judgment is included but next modification of care plan is unclear.	More than two elements of nursing measurement, client response or findings, or achievement of client outcome is missing in evaluation of client outcomes . Attempted intervention is not evaluated or evaluated inaccurately. Goal judgment and/or next modification of care plan is absent.
Long Term Goal Maximum Points 5	Accurately anticipates a client outcome after hospitalization related to client's post hospital context. (5 pts)	Accurately anticipates a client outcome after hospitalization but relationship to client's post hospital context is unclear.	Anticipates a client outcome after hospitalization but does not relate to client post hospital context.	Does not anticipate an accurate client outcome post hospitalization.
Research Question Maximum Points 4	Question clearly states a general clinical and patient care problem. Written in question format. (2 pts) . PICO format (2 pts) .	Question states a patient care problem but misses a general clinical problem. Written in question format.	Question is included but is vague or unrelated to a patient care problem or general clinical problem. Written in question format.	No research question is included.

**Introduction to Nursing Practice N320
Process Recording Rubric**

Element in Process Recording	Grade A 90-100 (Max. pts in parens)	Grade B 80-89	Grade C 70-79	Grade D 60-69
Description of goals, setting and phase of the nurse-client relationship. Maximum Points 20	Accurately identifies client's goal in client's own words (verbatim). (8 pts) Accurately identifies Nursing Goal related to client's concern and phase of nurse-client relationship. (8 pts) Describes client's clothing. (1 pt) Describes the setting of this nurse- client interaction. (1 pt) Identifies the client's culture. (2 pts)	Accurately identifies client's goal in client's own words (verbatim). Identifies Nursing Goal related to client's concern, but does not relate it to the phase of nurse-client relationship. Describes client's clothing. Describes the setting of this nurse- client interaction. Identifies the client's culture.	Summarizes client's goal, does not use verbatim. Identifies a Nursing Goal but has difficulty relating goal to client's concern, does not relate it to the phase of nurse-client relationship. Describes client's clothing. Describes the setting of this nurse- client interaction. Needs assistance to identify the client's culture.	Has difficulty with or omits client's goal, verbatim or summary. Identifies a Nursing Goal but provides no relationship to client's concern, or the phase of nurse-client relationship. Describes client's clothing. Omits the setting of this nurse- client interaction. Unable to identify the client's culture.
Client's Communication Maximum Points 10	Describes all non-verbal communication of client during the interaction. (5 pts) States verbatim quotes from client. Includes at least 10 verbatim statements from the client. (5 pts)	Describes all non-verbal communication of client during the interaction. States verbatim quotes from client. Includes at least 8 verbatim statements from the client.	Describes most non-verbal communication of client during the interaction. States some verbatim quotes and summarizes some statements from client. Includes at least 6 verbatim statements from the client.	Includes minimal or no non-verbal communication of client during the interaction. Summarizes client's statements. Includes less than 6 verbatim statements from the client.
Evaluation of Client's Communication Maximum Points 20	Accurately raises questions or evaluates <u>each</u> statement made by client. (5 pts) Interprets the meaning of each statement made by the client related to the client's concerns. (5 pts) Interprets the meaning of client's non-verbal communication. (5 pts) Draws at least one accurate <i>and</i> insightful inference or conclusion about the client's wellbeing based on verbal and non-verbal statements. (5 pts)	Accurately Raises questions or evaluates <u>each</u> statement made by client. Interprets the meaning of each statement made by the client related to the client's concerns. Interprets the meaning of client's non-verbal communication. Draws one obvious inference or conclusion about the client's wellbeing based on verbal and non-verbal statements.	Raises questions or evaluates most statements made by client. Demonstrates some difficulty in interpreting the meaning of statement made by the client related to the client's concerns. Interprets the meaning of client's non-verbal communication. Needs assistance to draw an inference or conclusion about the client's wellbeing based on verbal and non-verbal statements.	Raises questions or evaluates a few statements made by client. Unable to interpret the meaning of statements made by the client related to the client's concerns. Interprets the meaning of client's non-verbal with difficulty. Unable to draw an inference or conclusion about the client's wellbeing based on verbal and non-verbal statements

<p>Nurse's Communication</p> <p>Maximum Points 20</p>	<p>Describes all of nurse's non-verbal communication. (5 pts)</p> <p>Includes at least 10 verbatim quotes of the nurse. (5 pts)</p> <p>Asks one question at a time. (5 pts)</p> <p>Uses open ended questions. (5 pts)</p>	<p>Describes all of nurse's non-verbal communication.</p> <p>Includes at least 8 verbatim quotes of the nurse.</p> <p>Asks one question at a time.</p> <p>Uses mostly open ended questions.</p>	<p>Describes all of nurse's non-verbal communication.</p> <p>Includes at least 6 verbatim quotes of the nurse.</p> <p>Occasionally, asks more than one question at a time.</p> <p>Uses some open ended questions.</p>	<p>Describes no or very little non-verbal communication by the nurse. Includes less than 6 verbatim quotes of the nurse or summarizes nurse's statements.</p> <p>Frequently asks multiple questions at a time.</p> <p>Uses few open ended questions.</p>
<p>Evaluation of student nurse's communication</p> <p>Maximum Points 20</p>	<p>Identifies all student nurse's statements which were open-ended and all which were close-ended. (5 pts)</p> <p>Identifies for each nurse's statement one accurate, <i>specific</i> therapeutic technique used. (5 pts)</p> <p>Identifies the nurse's feelings during the interaction. (2 pts)</p> <p>Identifies all specific non-therapeutic techniques used. (3 pts)</p> <p>Draws one conclusion about the nurse's communication skills based on analysis of this interaction. (5 pts)</p>	<p>Identifies most nurses' statements which were open-ended and most which were close-ended.</p> <p>Identifies for each nurse's statement the specific therapeutic technique used. At least one is inaccurate or missing.</p> <p>Identifies the nurse's feelings during the interaction.</p> <p>Identifies most specific non-therapeutic techniques used.</p> <p>Draws one conclusion about the nurse's communication skills based on analysis of this interaction.</p>	<p>Identifies some of nurses' statements which were open-ended and some which were close-ended.</p> <p>Identifies for most nurse's statement a therapeutic technique used but more than one is inaccurate or missing..</p> <p>Identifies the nurse's feelings during the interaction.</p> <p>Identifies a few specific non-therapeutic technique used.</p> <p>Needs assistance to draws one conclusion about the nurse's communication skills based on analysis of this interaction.</p>	<p>Has difficulty distinguishing which of nurses' statements were open-ended and which were close-ended.</p> <p>Inconsistent identification of a specific therapeutic technique for each statement.</p> <p>Fails to identify the nurse's feelings during the interaction.</p> <p>Unable to identify when a specific non-therapeutic technique was used.</p> <p>Fails to draw a conclusion about the nurse's communication skills based on analysis of this interaction.</p>
<p>Restatement of Nurse's Response</p> <p>Maximum Points 10</p>	<p>Nurse restates all closed ended questions with an open ended question. (2 pts)</p> <p>Nurse restates all non-therapeutic statements with an identified therapeutic technique. (2 pts)</p> <p>Nurse practices at least one new way to state two nurse's statements to improve them even if they were originally therapeutic. (6 pts)</p>	<p>Nurse restates all closed ended questions with an open ended question.</p> <p>Nurse restates most non-therapeutic statements with an identified therapeutic technique.</p> <p>Nurse practices at least one new way to state one nurse's statement to improve it even if it was originally therapeutic.</p>	<p>Nurse restates all but one closed ended questions with an open ended question.</p> <p>Nurse restates some non-therapeutic statements with an identified therapeutic technique.</p> <p>No evidence of practice or alternate therapeutic techniques.</p>	<p>Nurse unable to restate most closed ended questions with an open ended question.</p> <p>Nurse restates none or few non-therapeutic statements with identified therapeutic technique.</p> <p>No evidence of practice or alternate therapeutic techniques.</p>