GRAYSON COLLEGE
RN TO BSN
NURSING PROGRAM

Theoretical Principles of Nursing
NURS 4314

Spring 2021

GRAYSON COLLEGE
Course Syllabus

Course Information: *NURS 4314,* Theoretical Principles of Nursing*, Spring 2021*

Professor Contact Information

Name: Allison Collins Ed.D., RN, CNE
Location: Health Science Building, Office A110
Office hours: online and by appointment (see Canvas)
Cell: 580-775-7170
Email: collinsa@grayson.edu

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Must have a current, unencumbered RN nursing license in your state of residence.

Course Placement: Any time during the RN to BSN Program. Acceptance into the RN to BSN Program required.

Course Description:
(3-0-3) This course examines the theoretical and conceptual bases of nursing to encourage the student to critique, evaluate and utilize appropriate nursing theory within their own practice. Focus will be on a variety of theories from nursing.

End of Program Student Learning Outcomes

1.0   Member of the Profession:

1.1   Demonstrate responsibility and accountability in the quality of care for patients, families, populations and communities.

1.2   Promote the profession of nursing through advocacy and leadership activities.

2.0   Provider of Patient-Centered Care

2.1   Incorporate theoretical knowledge and evidence-based research findings in the coordination of care for patients, families, populations, and communities.

2.2   Synthesize knowledge from comprehensive health assessment data and evidence-based research to provide care for culturally, ethnically, and socially diverse patients, families, populations, and communities

2.3   Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health maintenance, health promotion, and risk reduction

2.4   Utilize clinical reasoning, knowledge, evidence-based practice, theoretical foundations, and research findings as basis for decision-making and comprehensive patient care

3.0   Patient Safety Advocate

3.1   Develop goals and outcomes utilizing theoretical knowledge and analysis, research, and evidence-based data to reduce patient and community risks

3.2   Develop and implement measure to promote a quality and safe environment for patients, self, families, communities, and populations

4.0   Member of the Healthcare Team

4.1   Utilize leadership and management principles to assign and/or delegate nursing care to other members of the healthcare team in relationship to patient and organizational need

4.2   Integrate referral needs, cost considerations, confidentiality, efficiency of care, and continuum of care as it relates to patients, families, communities, populations, and the healthcare organization

Course Outcomes

Upon successful completion of the course, students will have demonstrated the ability to:

1. Demonstrate an understanding of, and commitment to, professional nursing practice. (SLO 1.2)

2. Articulate a personal philosophy of nursing. (SLO 1.1)

3. Develop a commitment to enact a theory-based practice. (SLO 1.1)

4. Evaluate factors that create dilemmas in nursing/health care. (SLO 2.1)

5. Critically examine the importance of diverse cultural, historical, legal, and economic influences in nursing practice and the health care industry. (SLO 2.2)

6. Synthesize theoretical knowledge and evidence-based research to highlight how nursing theory can be applied to practice. (SLO 2.4)

NURS 4314, Theoretical Principles of Nursing
Required Textbooks and Materials
Books can be purchased in print or electronic form

ISBN	Author	Title
978-0323530613	Chinn, P. & Kramer, M.	Knowledge Development in Nursing: Theory and Process (10th edition)
9780323402248	Alligood, M.	Nursing Theorists and Their Work (9th edition)

Course & Instructor Policies

Attendance

The RN to BSN program adheres to the Grayson College Student Handbook attendance policy. Should absences occur which do not allow for full evaluation of student performance (quality and consistency) faculty will be unable to assign a passing grade. In addition, the following policies are specific to the theory course.

1. Regular attendance is expected for all classes.
2. Attendance is verified within Canvas for all courses.

Methods of Instruction (face-to-face and online)
- Discussion board
- Recorded lectures
- Assigned textbooks and/or article readings
- Papers
- Presentations
- Students are expected to be "active learners." It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) in discovering, processing, and applying the course information using peer-reviewed journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

EVALUATION AND GRADES

Graded activities and percent of the overall course grade:

Graded Activity	Percent of Course Grade
Personal Philosophy of Nursing	25%
Discussion boards	25%
Application of selected theory to practice (case study)	25%
Theorist Presentations	25%
Total	**100%**

Course Grading Policy

The grading policy for the RN to BSN program follows that of the college for the letter grading system and grade point determination. This policy is found in the Grayson College Catalog. RN to BSN course grades are assigned as follows:

Letter Grade	Interpretation	Numerical Grade	Grade Points/Semester Hour
A	Excellent	89.50-100	4

B	Good	79.50-89.49	3
C	Satisfactory	74.50-79.49	2
D	Failing	64.50-74.49	1
F	Failing	64.49 and below	0

According to college policy a letter grade of "D" is considered unsatisfactory in a student's major field of study and generally does not transfer. Therefore, a grade of "C" or better is necessary in all RN to BSN courses for satisfactory completion of each level and progression to the next nursing course.

ASSIGNMENT DESCRIPTIONS
*Please note: Rubrics for all assessments are located at the end of this syllabus.
*A different nursing theory/theorist should be used for each assignment. Points may be deducted for duplication.

PERSONAL PHILOSOPHY OF NURSING PAPER: The purpose of this paper is to define, describe and explain your thoughts, feelings and beliefs about the four concepts of the nursing metaparadigm (Chinn, pg 49-51 and Alligood, pg 54-55) and their interrelationship to one another as they guide your current nursing practice. There are no right or wrong thoughts, feelings or beliefs; these represent your own philosophical beliefs. Include any particular nursing or other theory(ies) that align with your personal philosophy and identify these. The final paper is to be typed according to APA format and no more than 5 pages in length. The paper requires two references. The paper should include a title page and reference list, however, these pages are not to be included in the final count.

APPLICATION OF SELECTED THEORY TO PRACTICE (Case study): The purpose of this assignment is to demonstrate the application of a nursing theory/model to practice. The case study should be about a patient you have cared for or can be a fictitious patient you can make up (much easier if its a real example).You will choose a theory to apply to your case study. It should be a different theory than the one you chose for your personal philosophy paper or your group project. The preference is for a middle range theory.

Your paper should begin with an introductory paragraph not an abstract. This should give a brief overview of what you will be discussing in the paper and be something that makes the reader want to continue on. You must briefly explain the theory including key concepts and definitions. You then need to walk through your case study (patient example) and apply your chosen theory to the concepts of the nursing process (especially focus on assessment and interventions). Clearly explain and use examples how the theory guides those phases of the nursing process. You will need to end with evaluation of the applicability of the theory to practice. This paper has more grading weight to APA (20%), and needs 3 references, one being a peer reviewed journal article. The paper should be no more than 5 pages and include a title page and reference list, however, these pages are not to be included in the final count.

NURSE THEORIST PRESENTATION: Students will present an electronic project using an emerging technology over an assigned theorist. The presentation will include discussion on the theory, including the history, and its application to current nursing practice. This is a group

project that includes a graded peer review. Groups and nursing theorists will be assigned and group roles will be chosen during the first class. Each member of the group will be assigned a role and be evaluated on that role.

STUDENT RESPONSIBILITY & ATTENDANCE

Attendance online is strongly encouraged. You will miss a deeper understanding of the materials if you are not participating. There are readings that you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. homework, discussion board, course projects, self–reflections, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions that reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

COMMUNICATION

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages will not be returned until Monday.

Written communication via Canvas: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your Viking email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, online platform, etc.

Use Good "Netiquette":
• Check the discussion frequently and respond appropriately and on subject.
• Focus on one subject per message and use pertinent subject titles.
• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
• Be professional and careful with your interaction. Proper address for faculty is by formal title such as Dr. or Ms. /Mr. Jones unless invited by faculty to use a less formal approach.
• Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else's messages without their permission.
• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom)

ASSIGNMENT SUBMISSION AND FEEDBACK
In this class, all assignments need to be submitted through the Assignments link in the Canvas course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at collinsa@grayson.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Canvas. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work and save your work frequently!

I will make every effort to provide feedback and grade submissions within one week of the due date. If your assignment is submitted late, the feedback timeframe does not apply. I will get to it as soon as possible, but it may take longer than one week.

LATE WORK OR MISSED ASSESSMENTS POLICY
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Canvas. **Five percentage points per day will be deducted for assignments submitted late. Late assignments will not be accepted after five days. Discussions require an initial post by Thursday of the assigned week or five points will automatically be deducted. Points may also be deducted via rubric as well.**

One paper within the course may be corrected and submitted again. The paper will be regraded using the same rubric, and a 20 point deduction will be included for the second attempt. Students must email faculty for an opportunity to correct a paper.

SAVING WORK FOR YOUR PORTFOLIO
At the end of the program, you will be required to submit certain assignments from each course to demonstrate that you have met the objectives of the program. Save all assignments so that it will be possible to compile this REQUIRED portfolio.

Student Conduct & Discipline

Refer to the RN to BSN Student Handbook for policies

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient.

Unintentional/Accidental plagiarism may include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

• Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper),

• Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else,

• Quoting or copy/pasting phrases of three words or more from someone else without citation,

• Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original,

• Submitting an assignment with a majority of quoted or paraphrased material from other sources, even if correctly cited, when original work from the student is expected,

• Copying images or media and inserting them into a presentation or video without citation,

• Using copyrighted soundtracks or video and inserting them into a presentation or video without citation,

• Giving incorrect or nonexistent source information or inventing source information,

• Performing a copyrighted piece of music in a public setting without permission,

• Composing music based heavily on someone else's musical composition.

 1ˢᵗ offense: will result in disciplinary action by the Professor (may result in course failure). A counseling record will be completed and placed in student's file.

2ⁿᵈ offense: will result in disciplinary action by the RN-BSN Faculty Committee (may result in dismissal from the program).

The written assignments in this course will be submitted through TurnItIn to check for originality. TurnItIn (inside your assignment link in Canvas) checks your submissions against databases, and if there are instances where your writing is similar to, or matches against, one of the sources, it will flag this for me to review. It is perfectly natural for an assignment to match against some of the databases. For example, it will match the name of the book you are writing about because other students have written papers using this book title. When a Similarity Report

is available for viewing, a similarity score percentage will be made available. The color of the report icon indicates the similarity score of the paper, based on the amount of matching or similar text that was uncovered. The percentage range is 0% to 100%. The possible similarity ranges are:

Blue: No matching text
Green: One word to 24% matching text
Yellow: 25-49% matching text
Orange: 50-74% matching text
Red: 75-100% matching text

This course requires a "green" range. If your paper is not in the green range, you must review the report, correct, and re-submit before the due date. If your similarity score is 50% or more, you and the Director of the program will be contacted to troubleshoot this concern. Refer to the RN to BSN Student Handbook for specific policies.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

**Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

**These descriptions and timelines are subject to change at the discretion of the Professor.

** Grayson College campus-wide student policies may be found at the following URL on the College website: https://www.grayson.edu/currentstudents/Academic%20Resources/index.html

RN to BSN Nursing
NURS 4314   **Course Overview**

Date	Course Content	Reading	Learning Activities and Assessments	Due Date	Percent of Grade
Week 1 Module 1	Review Syllabus Patterns of Knowing Knowledge Development History of Nursing Theory Historical Significance History of Nursing Science	Welcome and Module 1 Canvas links Chinn & Kramer Chapter 1, 2 Alligood Chapter 1, 2, 3	Watch online orientation presentation Canvas Introduction discussion board	1/17	**Required but not graded**
Week 2 Module 2	Emancipatory Knowledge Development Theory Development Process Specialized Nursing Knowledge	Module 2 Canvas links Chinn & Kramer Chapter 3 Alligood Chapter 4, 5	Discussion Board 1	1/24	**5%**
Week 3 Module 3	Ethical Knowledge Development Personal Knowledge Development Florence Nightingale	Module 3 Canvas links Chinn & Kramer Chapter 4, 5 Alligood Chapter 6	Nursing Philosophy Paper	1/31	**25%**
Week 4 Module 4	Aesthetic Knowledge Development Empiric Knowledge Development	Module 4 Canvas links Chinn & Kramer Chapter 6, 7 Selected chapters in Alligood based on case study	Discussion Board 2	2/7	**5%**
Week 5 Module 5	Critical Reflection of Empiric Theory Knowledge Authentication	Module 5 Canvas links Chinn & Kramer Chapter 8, 9 Selected chapters in Alligood based on case study	Case Study	2/14	**25%**
Week 6 Module 6	Integrate Expression of Knowledge in Practice Strengthening the Discipline Theories of Selected Nursing Theorists	Module 6 Canvas links Chinn & Kramer Chapter 10, 11 Selected chapters in Alligood based on assigned theorist	Discussion Board 3	2/21	**5%**
Week 7 Module 7	Application of Theory to Personal Nursing Practice	Module 7 Canvas links Selected chapters in Alligood based on assigned theorist	Discussion Board 4	2/28	**5%**
Week 7/8 Module 8	Reflections on the value of theory in nursing	Module 8 Canvas links	Theorist Presentations (online)	2/28	**25% with 5% peer review due 3/2**

NRSG 4314 Theoretical Principles of Nursing
DISCUSSION FORUM RUBRIC

Criteria	Exemplary	Satisfactory	Undeveloped
On Topic 30%	Perspective on the problem/question is clearly identified in an introductory sentence. All comments are directly related and on topic. Answers to each question are at least a paragraph in length. (21-30)	Perspective on the problem/question is stated somewhere in the post. Most comments are related to the problem/question that is posed. (11-20)	Post does not address the problem/question that is posed. (0-10)
Participation 30%	Initial post is submitted by **Thursday** and at least 2 additional responses/comments are submitted by Sunday on time by the student. (21-30)	Initial post OR responses/comments submitted on time by the student. (15)	No discussion post or responses/comments posted by the student. (0)
Evidence of references 30%	Post reflects a good understanding of the ideas presented and references (**at least two**) are from the textbook or peer-reviewed journals. (21-30)	Post reflects some ideas from the readings. Author is unable to articulate thoughts and ideas. Less than 2 references used or not from assigned readings or peer-reviewed journals. (11-20)	Post does not reflect or reference ideas from class materials. (0-10)
Grammar & APA 10%	No spelling, grammar, APA errors. (10)	Few spelling, grammar, APA errors. (6-9)	Multiple spelling grammar, APA errors. (0-5)

NURS 4314 Theoretical Principles of Nursing

PERSONAL PHILOSOPHY OF NURSING RUBRIC

CRITERION	EXEMPLARY	SATISFACTORY	UNDEVELOPED
Title page 5%	Title page included and properly formatted per APA requirements. 5 points	Title page used but was not in APA format. 2.5 points	No title page used. 0 points
Introduction 5%	An introduction is included in the paper, providing an overview of the paper and a clear idea of the purpose and topic. 5 points	An introduction is used but does not provide an overview of the paper, or a clear idea of the purpose and topic of the paper. 2.5 points	No introduction is present. 0 points
Description of the factors influencing the development of your personal nursing philosophy 5%	Description of factors is clear and concrete examples are given. 5 points	Description lacks clarity OR poor examples are given. 2-4 points	Description is unclear AND poor or no examples are given. 0-1 point

Define, Describe, and explain **your personal thoughts**, feelings, and beliefs about the concepts of the nursing metaparadigm:
   a. Person/client
   b. Environment
   c. Health
   d. Nursing
25%
	Definition, description, and explanation is thorough and addresses all of the concepts. 20-25 points	Definition, description, and explanation is somewhat thorough OR does not address all of the concepts. 11-19 points	Definition, description, and explanation is poor AND does not address all of the concepts. 0-10 points

Identification and brief description of nursing theory(ies) most compatible with student's personal philosophy 20%	Nursing theory(ies) are identified and described applicable to the personal philosophy. 20-25 points	Nursing theory(ies) are identified and described but are not applicable to the personal philosophy. 11-19 points	Nursing theory(ies) are not identified and described applicable to the personal philosophy. 0-10 points

Explanation, with example, that demonstrates compatibility of personal philosophy **with identified nursing theory** according to:
   a. Person/client
   b. Environment
	Explanation is clear and concrete examples are given. 20-25 points	Explanation lacks clarity OR poor examples are given. 11-19 points	Explanation is unclear AND poor or no examples are given. 0-10 points

c. Health d. Nursing 20%			
Conclusion 5%	A concise conclusion summarizing the topics of the paper is included, new materials are not introduced. 5 points	An adequate conclusion summarizing the topics of the paper is included and new information is not introduced. 2. 5 points	A poor conclusion is included and/or new information is introduced. No conclusion is present. 0 points
Clarity, logic, grammar, spelling, APA format 5 %	Writing is clear. There are few to no grammar, spelling or APA errors. 8-10 points	Writing is mostly clear. There are some grammar, spelling, APA errors. 5-7 points	Writing is difficult to follow. Multiple grammar, spelling, APA errors. 0-4 points
APA Headings 5%	Headings are used and properly formatted in APA. 5 points	Headings are not formatted per APA requirements. 2.5 points	Headings are not used. 0 points
Reference 5%	Correct APA reference page with two references. 5 points	Two references used but was not in APA format. 2.5 points	Less than 2 references used. 0 points

NURS 4314 Theoretical Principles of Nursing

NURSE THEORY CASE STUDY (APPLICATION TO PRACTICE) RUBRIC

CRITERION	EXEMPLARY	SATISFACTORY	UNDEVELOPED
Title page 5%	Title page included and properly formatted per APA requirements. 5 points	Title page used but was not in APA format. 2.5 points	No title page used. 0 points
Introduction 5%	An introduction is included in the paper, providing an overview of the paper and a clear idea of the purpose and topic. 5 points	An introduction is used but does not provide an overview of the paper, or a clear idea of the purpose and topic of the paper. 2.5 points	No introduction is present. 0 points
The case data are organized & clearly reflect a patient case in the clinical setting 10%	Paper is organized and easy to follow. 8-10 points	Paper is somewhat organized and is difficult to follow in some areas. 5-7 points	Paper is not organized or easy to follow. 0-4 points

Clearly explains & gives a brief theory overview that includes key definitions and concepts of the theory. 10%	Explanation is clear and concrete examples are given. 8-10 points	Explanation lacks clarity OR poor examples are given. 5-7 points	Explanation is unclear AND poor or no examples are given. 0-4 points
Clearly explains & illustrates by example: how the theory guides the focus of the assessment phase of the nursing process. Use the case data to apply the theory. 10%	Explanation is clear and concrete examples are given. 10-15 points	Explanation lacks clarity OR poor examples are given. 5-9 points	Explanation is unclear AND poor or no examples are given. 0-4 points
Clearly explains & illustrates by example: how the theory guides nursing interventions within the case. Identify the nursing interventions and describe how the theory guides the interventions. 20%	Explanation is clear and concrete examples are given. 20-25 points	Explanation lacks clarity OR poor examples are given. 11-19 points	Explanation is unclear AND poor or no examples are given. 0-10 points
Evaluates the applicability of the nursing theory to practice 20%	Thoroughly evaluates the applicability of nursing theory to practice. 15-20 points	Discusses to some extent the applicability of nursing theory to practice 6-14 points.	Does not discuss the applicability of nursing theory to practice. 0-5 points
Conclusion 5%	A concise conclusion summarizing the topics of the paper is included, new materials are not introduced. 5 points	An adequate conclusion summarizing the topics of the paper is included and new information is not introduced. 2. 5 points	A poor conclusion is included and/or new information is introduced. No conclusion is present. 0 points
Clarity, logic, grammar, spelling, APA format	Writing is clear. There are few to no grammar, spelling or APA errors.	Writing is mostly clear. There are some	Writing is difficult to follow. Multiple

5 %	8-10 points	grammar, spelling, APA errors. 5-7 points	grammar, spelling, APA errors. 0-4 points
APA Headings 5%	Headings are used and properly formatted in APA. 5 points	Headings are not formatted per APA requirements. 2.5 points	Headings are not used. 0 points
Reference 5%	Correct APA reference page with three references (one is a peer-reviewed article). 5 points	Three references used but was not in APA format. 2.5 points	Less than 3 references used and/or peer reviewed article was missing. 0 points
*Practice based theory used	10 points will be deducted from paper if the theory used was used in the personal philosophy paper and/or was assigned to student in group presentation.		

NURS 4314 Theoretical Principles of Nursing

NURSE THEORIST PRESENTATION RUBRIC

CRITERION	EXEMPLARY	SATISFACTORY	UNDEVELOPED
Theorist overview 10%	Students developed a presentation that contained specific information about the nursing theorist's background. 8-10 points	Students developed a presentation that addressed semi-relevant information about the nursing theorist. 5-7 points	Students developed a presentation that did not address the background of the nursing theorist. 0-4 points
Theory Definition and Key Concepts 20%	Students gave an excellent interpretation of the major tenets of their theorist. Presents material in a clear and concise manner. 15-20 points	Students interpretation of their theorists major tenets was clear and understandable, but not thorough. 6-14 points	Students interpretation of their theorists major tenets was unclear and unorganized. 0-5 points
Implication to Nursing 20%	Students gave **three** clear examples of possible application of theory in today's nursing environment.	Students gave two examples of application of theory. 6-14 points	Students gave one example of theory application and information is

	15-20 points		fragmented and unclear. 0-5 points
Critique of Theory 20%	Students described the theory's limitations in detail. 15-20 points	Students described some limitations but not in detail. 6-14 points	Students did not provide a thorough critique of the theory. 0-5 points
Creativity of presentation 10%	Presentation was creative and engaging and used an emerging technology for the presentation. 8-10 points	Presentation was creative but was slow in areas or did not engage the audience. 5-7 points	Presentation was neither creative nor engaging and did not use an emerging technology. 0-4 points
Organization of presentation 10%	Presentation was organized and easy to follow. It was 15-minutes or less and the group provided a URL or file for the electronic copy. 8-10 points		Presentation was not organized or easy to follow. It was over 15 minutes and no URL or file was provided for an electronic copy. 0-7 points
References 10%	Students used 3 scholarly references for presentation and placed reference citations at the end of presentation. 8-10 points	Students used 1-2 reference materials or did not cite references after presentation. 5-7 points	Students did not use any reference materials. 0-4 points

An additional 5% of the course grade is obtained from peer evaluation after their group presentations.

Please Note: Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website.

 In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.