

Colonnade Program Course Proposal: Explorations Category

School of Nursing – NURS 102 Introduction to Professional Nursing

Dr. Lorraine Bormann – NURS 102 Course Coordinator 4/16/2013

- 1. What course does the department plan to offer in Explorations? Which subcategory are you proposing for this course? (Arts and Humanities; Social and Behavioral Sciences; Natural and Physical Sciences)**
 - Course Proposal: NURS 102 – Introduction to Professional Nursing
 - Subcategory: Social and Behavioral Sciences

- 2. How will this course meet the specific learning objectives of the appropriate subcategory. Please address all of the learning outcomes listed for the appropriate subcategory.**

Colonnade Learning Objective 1: Demonstrate knowledge of at least one area of the social and behavioral sciences.

Objective 1 is met by the following course objectives:

- Discuss the historical foundations of nursing practice (obj. 1)
- Discuss the differences in educational levels and roles in nursing practice (obj. 3)

Objective 1 is met by the following student learning outcomes:

- The student will be able to identify key figures and events in nursing history.
- The student will be able to discuss critical nursing history themes within the sociopolitical context of the time.
- The student will be able to compare the types of nursing programs and degrees.
- The student will be able to compare and contrast the major nursing roles.

Colonnade Learning Objective 2: Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.

Objective 2 is met by the following course objectives:

- Compare the US health care and nursing educational system with those from other industrialized nations (obj. 4)

Objective 2 is met by the following student learning outcomes:

- The student will be able to discuss the Institute of Medicine (IOM) core competency: Evidence-based practice.
- The student will be able to discuss the importance of research to nursing.

- The student will be able to discuss the importance of ethics to the nursing profession.
- The student will be able to describe the research steps and early history of unethical human subject studies and relationship to Institutional Review Board (IRB).
- The student will be able to define the tools and methods used to monitor and improve health care.
- The student will write an APA formatted paper that compares the US health care and nursing educational system with those from another industrialized nation.
- The student will work in a group to prepare and present a power point presentation from the results of their APA papers to the class.

Colonnade Learning Objective 3: Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.

Objective 3 is met by the following course objectives:

- Discuss current trends and issues related to the profession of nursing (obj. 2)

Objective 3 is met by the following student learning outcomes:

- The student will be able to discuss the Institute of Medicine (IOM) core competency: Patient-centered care.
- The student will be able to examine and explain the meaning of the knowledge-caring dyad.
- The student will be able to examine the critical health policy issues and their impact on nurses and nursing.
- The student will be able to compare and contrast high-touch care with high-tech care related to the IOM core competency: Informatics.
- The student will be able to discuss the goal of the national initiative to improve the nation's health: *Healthy People 2020* to reduce healthcare disparities.
- The student will be able to describe the workforce profile, generational issues, and global migration of nurses as it relates to the nurse workforce profile and the need for more diversity.

Colonnade Learning Objective 4: Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.

Objective 4 is met by the following course objectives:

- Compare the US health care and nursing educational system with those from other industrialized nations (obj. 4)

Objective 4 is met by the following student learning outcomes:

- The student will be able to discuss the IOM core competency: Quality.
- The student will be able to compare licensure, certification, and credentialing.
- The student will be able to examine the various settings and roles and specialties for nurses and possible future changes in the scope of practice issues.

Colonnade Learning Objective 5: Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

Objective 5 is met by the following course objectives:

- Discuss the scope of nursing practice, as compared to the practice of related health care professionals such as physicians, psychologists, physical therapists, etc. (obj. 5)
- Discuss the nursing code of ethics and standards of care of professional nursing (obj. 6)

Objective 5 is met by the following student learning outcomes:

- The student will be able to discuss the IOM core competency: Interprofessional teams.
- The student will be able to describe the healthcare provider team and its relationship to nursing.
- The student will be able to discuss communication and its relationship to patient care and teams; examine collaboration and its relationship to patient care teams; and explain how coordination relates to patient care and teams.
- The student will be able to explain the relevance of standards to the nursing profession.

3. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

- Course Description NURS 102: Introduction to professional nursing introduces students to the health care system while focusing on the professional nursing role. The introduction to professional nursing course helps student understand nursing history, the health care delivery system and current trends in healthcare and nursing. In addition, the course introduces students to the professional nursing responsibilities and organizations; certification and licensure; and the various educational options that are available. Introduction to professional nursing brings a global perspective as students compare the US health care and nursing educational systems with those from other industrialized nations.
- Learning Objectives for Colonnade Program: This course fulfills the Introduction to Professional Nursing requirement in the explorations category of WKU's Colonnade program. As part of that program, NURS 102 has specific learning objectives. Students who complete NURS 102 will be able to:

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|--|
| 1. Demonstrate knowledge of at least one area of the social and behavioral sciences. |
| 2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences. |
| 3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience. |
| 4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance. |
| 5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences. |

4. Brief description of how the department will assess the course for these learning objectives.

This course uses assigned readings, lectures, power point slides, websites, and class discussion to introduce students to the rapidly changing and complex US health care system and professional nursing. In addition to introducing students to the health care system while focusing on the professional nursing role, NURS 102 will stress reading, writing, critical thinking and working in teams. This will enable faculty to regularly assess learning outcomes through a variety of approaches from the assigned readings, power points, lectures and websites by giving five quizzes throughout the semester, a midterm exam, and a comprehensive final exam.

Additional teaching plans will include instruction and learning activities for writing in APA format. The learning assessment for APA format will include writing an APA formatted paper and conducting peer review of another student paper. The critical thinking activities will provide student learning opportunities for identifying different types of scholarly sources, debating the health care system in the United States, discussing various ethical dilemmas and critical health care issues. Students will work in groups to develop communication and teamwork skills and learning outcomes will be assessed from the critical thinking activities and a group presentation related to the APA paper that will be presented to the class.

5. How many sections of this course will your department offer each semester?

- NURS 102 will be offered online in Winter and Summer terms. The online courses are restricted to transfer students who need this pre-requisite before they can be accepted into the BSN pre-licensure program.
- NURS 102 will have 3 classroom sections offered during Spring and Fall terms.
- NURS 102 will have 1 summer classroom section.

6. Please attach a sample syllabus for the course: (attached as a separate document)

NUR 102 Introduction to Professional Nursing
Sample Syllabus – For Colonnade Proposal
Western Kentucky University (rev 4/16/2013)

Course Description: Introduction to the nursing experience. Topics include nursing history, current trends, nursing in the health care delivery system, professional responsibilities, educational options, professional organizations, certification and licensure issues.

| Colonnade Explorations Learning Outcomes – Students will demonstrate the ability to: |
|--|
| 1. Demonstrate knowledge of at least one area of the social and behavioral sciences. |
| 2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences. |
| 3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience. |
| 4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance. |
| 5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences. |

NUR 102 Course Objectives: At the completion of this course, the student will be able to:

1. Discuss the historical foundations of nursing practice
2. Discuss current trends and issues related to the profession of nursing
3. Discuss the differences in educational levels and roles in nursing practice
4. Compare the US health care and nursing educational system with those from other industrialized nations
5. Discuss the scope of nursing practice, as compared to the practice of related health care professionals such as physicians, psychologists, physical therapists, etc.
6. Discuss the nursing code of ethics and standards of care of professional nursing

Course Credit: 3 hours

Prerequisites / corequisites: ENG 100, ENGL 100C or equivalent **or** permission of instructor.

Instructional Methods: This course will be taught using a variety of instructional teaching methods. Students will have assigned readings and activities. Students will be expected to come to class prepared to discuss content with faculty and peers.

Evaluation: Course grade will be determined by the following:

| | |
|--|------------------|
| Quizzes (5 @ 15 points each) | 75 Points* |
| Global Health Care Presentation | 25 Points |
| APA style paper on Global Health Care | 50 Points |
| Critical Thinking (CT) activities (5 @ 15 points each) | 75 Points* |
| Midterm examination | 50 Points |
| Final examination | <u>50 Points</u> |
| | 325 Points |

*Note: The lowest one score obtained on either a quiz or a CT assignment will be dropped.

Location and Hours: TPH 0134 - Wednesday 1:30-4:30 p.m.

Faculty:

Lorraine Bormann PhD, RN, MHA, CPHQ

AC 108 office hours: Tuesday – Thursday 9am – 11:15am and Monday and Friday by appointment.

e-mail: lorraine.bormann@wku.edu for correspondence or to make an appointment

Office: 270-745-3690

Required Textbooks:

1. Finkelman, A. & Kenner, C. (2010). *Professional Nursing Concepts: Competencies for Quality Leadership*. (2nd Ed.). Boston: Jones and Bartlett. ISBN: 978-1-4496-4902-9
2. APA Publication Manual, 6th Edition (2009) 2nd printing or higher. ISBN: 978-1-4338-0559-2

Required Software: MS Word (NOT MS WORKS) and Power Point – these are available in all WKU computer labs. Free PDF writer software can be can be obtained from <http://www.cutepdf.com/>

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|-----------------------|-------------|---|
| Grading Scale: | 100-91% = A | Please Note that this is the standard <u>Nursing grading scale</u> and it is higher than what you may be accustomed to. |
| | 90-84% = B | |
| | 83-77% = C | |
| | 76-69% = D | |
| | 68-0% = F | |

Withdrawal from an Individual Class (while a term is in progress)

Students who cease attending class without an official withdrawal will receive a failing grade. The last day to drop this NUR 102 full-semester course with a “W” will follow WKU policy.

Quizzes and Critical Thinking (CT) Exercises: There will be several 'in class' quizzes and critical thinking exercises during the semester on the dates indicated in this syllabus. If you miss a quiz or a CT exercise, you will be given ZERO POINTS. At the end of the semester, your lowest one grade for either a quiz or the critical thinking exercises will be dropped, which should help account for any class absences during one of these activities. There are NO "make-up" quizzes or exercises – please don't ask for one. You may NOT drop the midterm, final exam, Health Care System Presentation, or the APA paper.

Peer Assisted Study Sessions (PASS)

Peer Assisted Study Sessions (PASS), a program of The Learning Center and Academic Advising and Retention Center, is offered for this course. PASS offers two weekly study sessions where classmates can come together to discuss course material, and ask questions about the course work. These sessions are led by a trained PASS Leader, a student, who has already successfully completed the course. The sessions may also include instruction on note-taking, studying and test-taking techniques and strategies designed to help students succeed in this particular class. For more information on when and where these sessions will take place, contact The Learning Center at 745-6254 or tlcga.wku.edu.

The Learning Center (TLC)

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing University Center, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ DUC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a thirty-two machine Dell computer lab to complete academic coursework. Additionally, TLC has three satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please call TLC @ DUC at (270) 745-6254 for more information or to schedule a tutoring appointment.

www.wku.edu/tlc

Writing Center Assistance

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*. See instructions of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

Student Health Care System Presentations (30 minute class presentation by groups)

1. A group power point slide presentation will be required and presented to the entire class. The power point presentation must be emailed to lorraine.bormann@wku.edu by the required due date on the syllabus. 5 points will be deducted for each member in the group if the power point is not emailed by 8pm on the due date. The group members are responsible to confirm with Dr. Bormann that the presentation was received. *You must request and receive a confirmation email from Dr. Bormann.*
2. Each group member must attend ALL group presentations and provide a Presentation Rating Scale for each group presentation and a Group Performance Rating Scale for your individual group. 10 possible points will be deducted for any student that does not provide both of these completed documents at the end of the final class presentations.
3. Presentation style and graphics are expected to be appropriate for professional level presentation.
4. References for presentation must be from scholarly sources (see APA paper requirements for details on expectations for references).
5. Data concerning your select country's major health indicators (life expectancy, infant mortality, obesity rates, smoking rates, etc.) should be obtained and compared with US data on these outcomes.
6. Cost of health care and payment of health care should be compared between US and your selected nation.
7. Educational systems for health professionals and pay scales for health professionals should be compared between the US and your selected nation.
8. Brief personal "testimonials" concerning experiences in various health care systems can be used for interest, but these are not considered data and should not be the main focus of your presentation.
9. Summary should include your conclusions on which system is the best and why (U.S. or your nation).
10. References for presentations must be from scholarly sources (see APA paper requirements for details) and included in the presentation.

APA Paper Requirement

1. The paper must follow APA format. You must have a properly formatted APA title page, body, and reference page. Examples of student papers with formatting notes are on the class blackboard page. The body of the paper should be a minimum of 2 FULL pages to maximum of 3 pages. You will lose points if less than 2 FULL pages or more than 3 pages. Note: the title and reference pages do NOT count as part of the body of the paper.
2. At least 3 scholarly articles must be obtained and submitted with your paper. Utilize the WKU library and library sites to obtain appropriate articles. At least one of the references must be a scientific study published in a professional journal (Research Article).
3. WEBSITES, BLOGS, NEWSPAPER ARTICLES, etc are NOT accepted as references. All three references must be articles published in print or online journals, with authors, dates, journal name and volume numbers.

4. An APA grading rubric checklist is with this syllabus and on the blackboard site and will be used to grade your paper. Check it with your paper to make sure you have included everything you will be getting points for. Anything missing or unacceptable will obtain zero points for those criteria.
5. The due date for the DRAFT is on the weekly class schedule. The paper is first brought to class in a hardcopy DRAFT for peer review in class to allow for improvement in your work before final submission. Note: This is Critical Thinking #3 exercise worth 15 points.
6. The due date for the FINAL APA Paper is also on the weekly class schedule. No excuses will be accepted for a late paper for any reason, 2 points per day will be deducted for all late papers. It is your responsibility to attend class and assure the paper was received by the instructor. PLEASE SAVE MULTIPLE BACKUPS OF YOUR PAPER on a DISK, JUMP DRIVE AND YOUR COMPUTER. Only 1 paper will be graded. Make sure you submit the FINAL paper on the due date.
7. Get HELP with the APA Paper. There are a number of resources on campus to help students with various issues related to professional writing. If you need help with locating references, see the WKU nursing reference librarian at the library. If you need help with APA style or basic college level writing skills, go to the writing center - THIS IS HIGHLY RECOMMENDED FOR EVERYONE. If you need technical assistance converting files or formatting your paper, go to the computer lab for assistance.
8. Student work may be checked using plagiarism detection software such as Turn it In or Safe Assign. Papers judged to have plagiarism issues will be given a ZERO.

Midterm and Final Exams: A comprehensive midterm and final exam will be given in class on the date scheduled in this syllabus. If you are ill for either exam, you must contact the instructor in ADVANCE to schedule a makeup exam. The makeup final exam may include ESSAY or SHORT ANSWER format which must be completed within 3 working days of the final exam. You will not be allowed to take the same multiple choice exam given in class.

Rounding: Total POINTS will be rounded at the end of the course. For example, 249.5 points will be rounded up to 250 points. Percentages will NOT be rounded up, 76.5% will NOT be rounded up to 77%.

Class Attendance / Participation: Class attendance and active participation are expected. Students can choose to attend or not attend. However, if you chose to attend class, you are expected to be on time and remain the entire class period. Students coming and going from class are disruptive and disrespectful. Students who chose to not attend must learn the information on their own; the instructors will not tutor people who are absent. There are no excused or unexcused absences in this class but the instructor does track attendance.

Student Engagement - Critical thinking (CT) assignments: There will be CT assignments throughout the semester (see class schedule). These assignments and activities allow students to apply the following skills: library usage, computer literacy, college level writing skills, debating skills, judgment and responsibility. Points are assigned to these various exercises. If you miss the group exercise, it cannot be made up. You will be assigned zero points for the exercise that you missed. As noted in the grading section, the lowest score for either a quiz or CT assignment will be dropped.

Student Responsibilities and Consequences: Students are expected to be self-directed and responsible for their own learning. Students displaying unethical behaviors (such as cheating or plagiarism) or disrespectful behaviors towards faculty or classmates may receive an "F" on the assignment, or may even receive an "F" in the class, depending on the severity of the infringement.

Learning Environment: Please maximize learning for all students by being attentive, turning off you're your cell phones, avoiding distractions such as pets, children, and laptops displaying non-course related materials, etc. Your instructor may ask you to leave the classroom if you engage in behaviors that are viewed as being detrimental to the learning environment.

Quality Enhancement Plan: WKU received reaffirmation of its accreditation by the Southern Association of Colleges and Schools in 2005. As part of the reaffirmation of accreditation process, WKU developed and received approval of its Quality Enhancement Plan (QEP), *Engaging Students for Success in a Global Society*. The emphasis on student engagement builds upon WKU's long tradition of providing experiential and context-based learning opportunities for students, and complements the university's vision of becoming A Leading American University with International Reach. Visit http://www.wku.edu/academicaffairs/ee/qep_engage.php

Student Disabilities: Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room A201, Downing University Center. The OFSDS telephone number is (270) 745-5004 V/TDD.

Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Course Changes:

Faculty reserves the right to make changes in the syllabus including adding or subtracting assignments or changing due dates if, *in the opinion of the instructor*, changes will improve the course or enhance student learning. An updated syllabus will be reviewed with the class and posted on the class blackboard site in such an event.

I look forward to having you in class,

Dr. Bormann

| NURS 102 Course Objectives | Teaching/Learning Strategies | Learning Outcomes – Upon completion of the course objective, the student will be able to: |
|---|--|---|
| <i>The Colonnade learning objective is indicated in the parentheses () in the NURS 102 Course Objectives column</i> | | |
| 1. Discuss the historical foundations of nursing practice. (1) | -Assigned reading – Ch 1, 2 -Lecture & slides -Class discussion -Class activity | -identify key figures and events in nursing history -discuss critical nursing history themes within the sociopolitical context of the time |
| 2. Discuss current trends and issues related to the profession of nursing. (3) | -Assigned reading – Ch 2, 3, 5, 7, 9, 13, 14 -Lecture & slides -Class discussion -Class activity | -discuss the IOM core competency: Patient-centered care -examine the knowledge-caring dyad and explain the meaning of caring to nursing -examine the critical health policy issues and their impact on nurses and nursing -compare and contrast high-touch care with high-tech care -discuss the IOM core competency: Informatics -discuss the national initiative to improve the nation's health <i>Healthy People 2020</i> 's goal to reduce healthcare disparities -describe the workforce profile, generational issues, and global migration of nurses as it relates to nurse workforce profile and need for more diversity |
| 3. Discuss the differences in educational levels and roles in nursing practice. (1) | -Assigned reading – Ch 2, 4 -Lecture & slides -Class discussion -Class activity | -compare the types of nursing programs and degrees -compare and contrast the major nursing roles |
| 4. Compare the US health care and nursing educational system with those from other industrialized nations. (2, 4) | -Assigned reading – Ch 2, 6, 11, 12 -Lecture & slides -Video -Health care debate activity -Locating and evaluating information and scholarly work -APA format lecture/activity -Peer critique of APA paper -Assigned reading – Ch 4 -Lecture & Slides -Class discussion | -discuss the IOM core competency: Evidence-based practice -discuss the importance of research to nursing -describe the research steps and early history of unethical human subject studies and relationship to Institutional Review Board (IRB) -define the tools and methods used to monitor and improve health care -write an APA formatted paper that compares the US health care and nursing educational systems with other industrialized nations -work in a group to prepare and present a power point presentation from the results of their APA papers to the class -discuss the IOM core competency: Quality -compare licensure, certification, and credentialing -examine the various settings and roles and specialties for nurses and possible future changes in scope of practice issues |
| 5. Discuss the scope of nursing practice, as compared to the practice of related health care professionals such as physicians, psychologists, physical therapists, etc. (1, 5) | -Assigned reading – Ch 6, 8, 10, 15 -Lecture & slides -Class discussion -ANA Scope and Standards | -discuss the IOM core competency: Interprofessional teams -describe the healthcare provider team and its relationship to nursing -discuss communication and its relationship to patient care and teams; examine collaboration and its relationship to patient care and teams; explain how coordination relates to patient care and teams |
| 6. Discuss the nursing code of ethics and standards of care of professional nursing (5) | -Assigned reading – Ch 6, 12 -Lecture & slides -Class discussion -ANA Code of Ethics -Ethics committee activity | -discuss the importance of ethics to the nursing profession -explain the relevance of standards to the nursing profession |

NUR 102 – CT #2 – Group Discussion on Health Care Delivery System (worth 15 points)

1. Name _____ Date _____
2. You will discuss the health care delivery system in the United States among your group members. Be prepared to debate the following issue and be able to support your responses with references.
Health Care: An Individual Responsibility or a Right to Have it Provided? List 3-4 main points to support your position. Opinions are fine in a debate but you should provide support for your opinion!
(10 possible points)
3. References – provide copy of two references. The references must be from a scholarly source. The references must be written below in correct APA format. (5 possible points)

N102 APA Paper Grading Rubric
worth possible 50 points*

| | | | | | |
|--|---|---|--|--|---|
| Student Name on Paper: | | | | | |
| Item | Very Good | Good | OK | Poor | Missing or Not Acceptable |
| Basic submission skills. Paper submitted by the due date in a folder with name on the front. Copies of all references used in the paper submitted with the paper. | Paper submitted with copies of ALL references in a folder with name on front 7 | Paper & most refs submitted in a folder with name on front 5.5 | Paper and some refs submitted &/or not submitted in folder with name on front 4 | Paper and only few refs submitted 3 | Submitted paper only, failed to follow instructions, multiple technical problems etc. 1 points |
| Title Page Page Number in upper right corner Running head and Short title flush left in all CAPS Title of Paper Centered Correctly & Double Spaced Appropriate Title for College Level APA Paper Student Name and Identification Information Points for Title Page | 3 | 2.5 | 2 | 1.5 | 1 |
| Body of Paper Margins 1 inch all around Double Spaced entire paper Short title flush left in all CAPS on each page Page Numbers in upper right corner Font (Arial or Times New Roman; 12 point font) No font changes in paper or header Title of paper centered at top of first page of body Points for Basic Formatting of Paper | 3 | 2.5 | 2 | 1.5 | 1 |
| No plagiarism. Has page numbers and correctly identifies direct quotes (if used), provides a reference for paraphrased and quoted materials. | 6 | 5.5 | 5 | 4.5 | 1 |
| Correct use of English Grammar Punctuation Spelling and uses correct words (too, not two etc). APA In text Citations Body of the paper is 2-3 pages in length Points for College Level Writing Skills | 10 | 9.5 | 8 | 7 | 2 |
| Content on nation's health system | 7 | 6.5 | 5 | 4 | 2 |
| Content on nation's nursing education system | 7 | 6.5 | 5 | 4 | 2 |
| Summary Comparing their health care and education system with the US systems | 3 | 2.5 | 2 | 1.5 | 1 |
| Reference Page References title Double Spacing Short title flush left in all CAPS Page number in upper right corner At least 3 references At least one research article reference References in alphabetical order Correct use of hanging indents References correctly formatted for APA style Font same as body of paper No font changes on References Page Total points for Reference Page | 4 | 3.5 | 3 | 2.5 | 1 |
| *NOTE: Papers not submitted to Dr. Bormann on due date will have 2 points per day deducted from the final score. | | | | | |
| Total Points for this paper – Out of 50 Possible* | | | | | |

Nursing 102 Presentation Rating Scale

Your Name _____ Your Group Number _____ Date _____

Please rate each presentation on a scale of 1-5, with 5 being the highest score possible in each area
****5 point deduction for not rating EVERY group (except your own)**

| | |
|--|---|
| Group 1 _____ PowerPoint slideshow _____ Public Speaking _____ Team work _____ Comparison of Key Health Indicators _____ Comparison of Cost of Health Care _____ Comparison of Nursing Educational System _____ Summary of Conclusions _____ Overall Presentation Quality | Group 2 _____ PowerPoint slideshow _____ Public Speaking _____ Team work _____ Comparison of Key Health Indicators _____ Comparison of Cost of Health Care _____ Comparison of Nursing Educational System _____ Summary of Conclusions _____ Overall Presentation Quality |
| Group 3 _____ PowerPoint slideshow _____ Public Speaking _____ Team work _____ Comparison of Key Health Indicators _____ Comparison of Cost of Health Care _____ Comparison of Nursing Educational System _____ Summary of Conclusions _____ Overall Presentation Quality | Group 4 _____ PowerPoint slideshow _____ Public Speaking _____ Team work _____ Comparison of Key Health Indicators _____ Comparison of Cost of Health Care _____ Comparison of Nursing Educational System _____ Summary of Conclusions _____ Overall Presentation Quality |
| Group 5 _____ PowerPoint slideshow _____ Public Speaking _____ Team work _____ Comparison of Key Health Indicators _____ Comparison of Cost of Health Care _____ Comparison of Nursing Educational System _____ Summary of Conclusions _____ Overall Presentation Quality | Group 6 _____ PowerPoint slideshow _____ Public Speaking _____ Team work _____ Comparison of Key Health Indicators _____ Comparison of Cost of Health Care _____ Comparison of Nursing Educational System _____ Summary of Conclusions _____ Overall Presentation Quality |
| Group 7 _____ PowerPoint slideshow _____ Public Speaking _____ Team work _____ Comparison of Key Health Indicators _____ Comparison of Cost of Health Care _____ Comparison of Nursing Educational System _____ Summary of Conclusions _____ Overall Presentation Quality | Group 8 _____ PowerPoint slideshow _____ Public Speaking _____ Team work _____ Comparison of Key Health Indicators _____ Comparison of Cost of Health Care _____ Comparison of Nursing Educational System _____ Summary of Conclusions _____ Overall Presentation Quality |
| Group 9 _____ PowerPoint slideshow _____ Public Speaking _____ Team work _____ Comparison of Key Health Indicators _____ Comparison of Cost of Health Care _____ Comparison of Nursing Educational System _____ Summary of Conclusions _____ Overall Presentation Quality | Group 10 _____ PowerPoint slideshow _____ Public Speaking _____ Team work _____ Comparison of Key Health Indicators _____ Comparison of Cost of Health Care _____ Comparison of Nursing Educational System _____ Summary of Conclusions _____ Overall Presentation Quality |

Name _____

Date _____

Group Performance Rating Scale****5 point deduction for not rating your group performance**

Directions: Use this form to give feedback about the OVERALL performance of your group. Circle the appropriate number after each statement. 0 = Major Difficulty, 1 = Needs Improvement, 2 = Okay, 3 = Very Good, 4 = Excellent

| | | | | | |
|---|---|---|---|---|---|
| 1. All members participated in the group activities. | 0 | 1 | 2 | 3 | 4 |
| 2. Group members worked well together. | 0 | 1 | 2 | 3 | 4 |
| 3. No one dominated the group discussions. | 0 | 1 | 2 | 3 | 4 |
| 4. The group successfully accomplished their assigned tasks | 0 | 1 | 2 | 3 | 4 |

Group Member Rating Scale

Directions: Rate the other members of your group (do not include yourself) on their ability to assist the group to accomplish its goals. 0 = Did not really help with group project 1 = Needs Improvement, 2 = Okay, 3 = Very Good, 4 = Excellent

| | | | | | |
|--|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 |
| | 0 | 1 | 2 | 3 | 4 |
| | 0 | 1 | 2 | 3 | 4 |
| | 0 | 1 | 2 | 3 | 4 |
| | 0 | 1 | 2 | 3 | 4 |

Add your comments about your groups' process and performance here.

Add your comments about your performance and how you may improve future performances.

Student Affirmation

After you have studied the syllabus and other course materials, please read, sign, and date the following statement. This gives you another prompt to ask questions about any unclear issues and will save us both time and you confusion about course requirements.

I have a copy of the **NUR 102** course syllabus and materials. I understand and accept their contents. I also understand that work in this course must be my work, and all required assignments, projects, and tests must be completed to receive a passing grade for this course.

Signature

Date

Discussing Grades – please initial one of the options below

You will be able to check your grades in the Blackboard grade book. You can ask me about grades via E-mail, but I am not allowed by law to reply in any detail using E-mail, unless I have your written signature. (This is to protect your privacy. E-mail is not a private form of communication). Read and initial EITHER A or B:

A. I give my consent to the instructor to discuss my course grades with me via e-mail. ____ (initial)

-OR-

B. I prefer the following method for discussing course grades (e.g., phone call, wait for registrar's notice at end of term. Choice is subject to negotiation of a mutually acceptable method). ____ (initial)
Provide Method: _____

I will promptly notify the instructor in writing (via postal mail AND receipted E-mail of any change in my wishes).

Signature

Date

Your Name Printed

Printing Photo – Sign and date one of the options below:

A. _____ (signature / date) I give my permission for Dr. Bormann to print my photo ID for the sole purpose of face / name recognition. The photo will not be used for any other purpose.

-OR-

B. _____ (signature / date) I DO NOT give my permission for Dr. Bormann to print my photo ID for the sole purpose of face / name recognition.