

## MSN Culminating Activity Rubric

Date:		Evaluators:		
Student Name:		Role Option:		
<b>Resume</b>				
<p>Resume is suitable for seeking a position related to the role option. Document submitted is a Word or PDF file, no more than 3 pages. Required elements for the resume: objective (2-3 sentences) that relates to the role option, education, most relevant professional experience for the targeted position, license/certificates, and active involvement in committees or leadership/evidence-based practice activities.</p>	<p>Resume and the stated objective applies to a position aligned with the graduate role option. Resume is current, well organized, and addresses all of the required elements.</p>	<p>Resume applies to a position aligned with the graduate role option. Resume is current, well organized, and addresses all but one of the required elements.</p>	<p>Resume reflects a direct RN position or is not aligned with the role option. Resume is outdated, incomplete, or poorly organized.</p>	
	3	2	0-1	
<b>Presentation Contents</b>				
<p><b>Introductory Statement</b> Student introduces self and identifies the role option. Provides some context for the clinical preceptorship experiences such as the name of the agency, type of unit, and the job title/role of the preceptor.</p>	<p>Description of clinical preceptorship provides excellent context for the presentation.</p>	<p>Description of clinical preceptorship provides reasonable context for the presentation.</p>	<p>Clinical preceptorship description is missing or does not provide enough contextual information for the presentation.</p>	
	2	1	0.5	

<p><b>MSN Program Learning Outcome #1</b> Integrate advanced nursing knowledge and theories/models with a focus on improving direct/indirect person-centered and population health outcomes.</p>	<p><input type="checkbox"/> Selects one (1) theory/model appropriate to the role option and applies it to achieve <b>direct/indirect care outcomes</b> (suitable for the role option). Theory selected for presentation must be different than the population health related theory used for the health promotion project below.</p> <p><input type="checkbox"/> Selects one (1) theory/model and applies it to achieve <b>population health outcomes</b>.</p> <p><input type="checkbox"/> Articulates how each theory was applied using a theoretical/model diagram.</p> <p><input type="checkbox"/> Applies scientific knowledge (nursing and other disciplines) relevant to the role option. Citations for knowledge are expected, current within 7 years, except for classical references.</p> <p style="text-align: right;">15-16</p>	<p><input type="checkbox"/> Theory/model for <b>direct/indirect care outcomes</b> is appropriate to the role option and applied to achieve <b>direct/indirect care outcomes</b>, but not thoroughly or clearly described.</p> <p><input type="checkbox"/> Theory/model is appropriate to <b>population health outcome</b> focus and applied to achieve <b>population health outcomes</b>, but not thoroughly or clearly described.</p> <p><input type="checkbox"/> Diagram(s) unclear</p> <p><input type="checkbox"/> Scientific knowledge (nursing and other disciplines) relevant to the role option is presented, but not thoroughly or clearly described. Citations for knowledge are current within 7 years, except for classical references.</p> <p style="text-align: right;">13-14</p>	<p><input type="checkbox"/> Selected theory/model is not appropriate to the role option</p> <p><input type="checkbox"/> Fails to articulate the theory and its application to achieve <b>direct/indirect care outcomes</b>.</p> <p><input type="checkbox"/> Selected theory/model is not appropriate to the <b>population health outcome</b> desired.</p> <p><input type="checkbox"/> Fails to articulate the theory and its application to achieve <b>population health outcomes</b>.</p> <p><input type="checkbox"/> No diagram is used for one or both theories/models.</p> <p><input type="checkbox"/> No theory is discussed.</p> <p><input type="checkbox"/> Scientific knowledge (nursing and other disciplines) discussed was not relevant to the role option or insufficient.</p> <p><input type="checkbox"/> Citations for knowledge are present but not current or missing altogether.</p> <p style="text-align: right;">0-12</p>	
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<p><b>MSN Program Learning Outcome #2</b> Synthesize, translate, apply, and disseminate scientific evidence to improve health and health care delivery.</p>	<p><b>Student effectively describes:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An exemplar of how they searched the literature, critiqued the literature, synthesized the findings, and put out the final product.</li> <li><input type="checkbox"/> Application of EBP or most current national guidelines to a focus of the role option</li> <li><input type="checkbox"/> Collection and analysis of outcome data.</li> <li><input type="checkbox"/> Dissemination of the evidence or advanced nursing knowledge beyond the classroom by (choose one method): <ul style="list-style-type: none"> <li>A) Poster or podium presentation at EBP/Research Event (hospital or CSUDH Student Research, professional conference), OR</li> <li>B) Formal presentation to advanced nurses (e.g. Chief Nurse, Nursing Directors, APRN Council) at the site with evidence provided, OR</li> <li>C) Formal presentation to leadership and staff at the site.</li> </ul> </li> </ul> <p style="text-align: right;">15-16</p>	<p><b>Student effectively describes:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An exemplar of how they searched the literature, critiqued the literature, synthesized the findings, and put out the final product.</li> <li><input type="checkbox"/> Application of EBP or most current national guidelines to a focus of the role option</li> <li><input type="checkbox"/> A plan for how the outcomes will be evaluated (the data that would be collected to evaluate success).</li> <li><input type="checkbox"/> Dissemination of the evidence or advanced nursing knowledge beyond the classroom by (choose one method): <ul style="list-style-type: none"> <li>A) Report or poster for the site, OR</li> <li>B) Presentation to staff at the site (handouts, flyer, inservice, staff meeting).</li> </ul> </li> </ul> <p style="text-align: right;">13-14</p>	<p><b>Student fails to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify an exemplar of their search the literature, critique the literature, synthesis of findings, and how they put out the final product.</li> <li><input type="checkbox"/> Describe the application of EBP or most current national guidelines to a focus of the role option.</li> <li><input type="checkbox"/> Provide a specific plan for how the outcome will be evaluated.</li> <li><input type="checkbox"/> Disseminate any evidence or advanced nursing knowledge beyond the classroom.</li> </ul> <p style="text-align: right;">0-12</p>	
<p><b>MSN Program Learning Outcome #3</b> Appraise and utilize healthcare technology and information systems to enhance nursing decision making and quality of care, including risk reduction and patient safety.</p>	<p><b>Meets the three criteria as appropriate to the role option:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies the technology and/or information systems to support a change in practice or improvements.</li> <li><input type="checkbox"/> Gives appropriate example of how the technology was implemented or used.</li> <li><input type="checkbox"/> Demonstrates an outcome related to the use of technology</li> </ul> <p style="text-align: right;">15-16</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies the technology and/or information systems to support a change in practice or improvements.</li> <li><input type="checkbox"/> Gives an example of how the technology was implemented or used.</li> <li><input type="checkbox"/> Discusses the plan for the outcome related to the use of technology</li> </ul> <p style="text-align: right;">13-14</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Unable to identify the technology and/or information systems to support a change in practice or improvements.</li> </ul> <p style="text-align: right;">0-12</p>	

<p><b>MSN PLO #4</b> Use leadership and systems thinking skills to collaborate with interprofessional team members and stakeholders to coordinate safe, quality, and equitable care to diverse individuals and populations.</p>	<p><input type="checkbox"/> Provides a substantive example, from an academic assignment or clinical experience, including the involvement in Interprofessional Collaboration (IPC)</p> <p>A) Identifies the disciplines involved in IPC. B) Describes the process of collaboration C) Describes the potential impact on healthcare and/or nursing outcomes.</p> <p><input type="checkbox"/> Describes the use leadership and system thinking skills/competencies. Provides a substantive example from a preceptorship experience.</p> <p><input type="checkbox"/> Provides a substantive example, from an academic assignment or clinical experience, to describe a tailored approach to care as a (FNP, CNS, NA, or NE) to a specific diverse population group. Diverse population can include ethnic, gender based, or marginalized groups.</p> <p style="text-align: right;">15-16</p>	<p><input type="checkbox"/> Provides a sufficient example, from an academic assignment or clinical experience, including the involvement in Interprofessional Collaboration (IPC)</p> <p>A) Identifies the disciplines involved in IPC. B) Limited description of the process of collaboration C) Limited description of the potential impact on healthcare and/or nursing outcomes.</p> <p><input type="checkbox"/> Limited description of the use leadership and system thinking skills/competencies. Provides a less sufficient example from a preceptorship experience.</p> <p><input type="checkbox"/> Provides a sufficient example, from an academic assignment or clinical experience, to describe a tailored approach to care as a (FNP, CNS, NA, or NE) to a specific diverse population group. Diverse population can include ethnic, gender based, or marginalized groups.</p> <p style="text-align: right;">13-14</p>	<p><input type="checkbox"/> Provides a superficial description, from an academic assignment or clinical experience, including the involvement in Interprofessional Collaboration (IPC)</p> <p>A) Fails to identify the disciplines involved in IPC. B) Fails to describe the process of collaboration C) Fails to describe the potential impact on healthcare and/or nursing outcomes.</p> <p><input type="checkbox"/> Fails to describe of the use leadership and system thinking skills/competencies. Provides a superficial example or a non-experiential example.</p> <p><input type="checkbox"/> Provides a superficial example, from an academic assignment or clinical experience, to describe a tailored approach to care as a (FNP, CNS, NA, or NE) to a specific diverse population group. Does not identify the ethnic, gender based, or marginalized group. Example does not apply to the student's role.</p> <p style="text-align: right;">0-12</p>
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<p><b>MSN Program Learning Outcome #5</b> Demonstrate role specific professional identity, ethical practice, and personal/professional development.</p>	<p><input type="checkbox"/> Draws from coursework and/or clinical precepted experiences to demonstrate <b>ethical competence</b>:</p> <p>A) Analyzes current policies and practices for the specialty role in the context of an ethical framework.</p> <p>B) Discusses ethical connections and interrelationships to organizational policy, state level policy, such as Healthy People, Social Determinants of Health, or other guidelines.</p> <p>C) Provides an excellent example of an ethical situation or issue in the MSN specialty/APRN practice. Provides a justifiable course of action (consider reflection/ethical decision-making/ethical principles).</p> <p>D) Proposes thoughtful and feasible solutions when unethical behaviors are observed.</p> <p><input type="checkbox"/> Describes with self-awareness, the development of professional role identity (in the MSN specialty/APRN) between entry into the program and the end of the program.</p> <p><input type="checkbox"/> Offered a clear concise description of <b>personal, professional, and leadership development</b> during the graduate program and a well-designed plan with timeline for next steps toward lifelong learning.</p>	<p><input type="checkbox"/> Draws from coursework and/or clinical precepted experiences to demonstrate <b>ethical competence</b>:</p> <p>A) Describes current policies and practices for the specialty role in the context of an ethical framework.</p> <p>B) Shows general understanding of ethical connections to organizational policy, state level policy, such as Healthy People, Social Determinants of Health, or other guidelines.</p> <p>C) Provides an appropriate example of an ethical situation or issue in the MSN specialty/APRN practice. Provides a justifiable course of action (consider reflection/ethical decision-making/ethical principles).</p> <p>D) Proposes feasible solutions when unethical behaviors are observed.</p> <p><input type="checkbox"/> Describes with self-awareness, the development of <b>professional role identity</b> (in the MSN specialty/APRN) between entry into the program and the end of the program.</p> <p><input type="checkbox"/> Offered a description of <b>personal, professional, and leadership development</b> during the graduate program and offered a plan for the next step toward lifelong learning.</p>	<p><input type="checkbox"/> Limited or insufficient description of experiences of <b>ethical competence</b>:</p> <p>A) Current policies and practices for the specialty role in the context of an ethical framework.</p> <p>B) Understanding of ethical connections to organizational policy, state level policy.</p> <p>C) Appropriate example of an ethical situation or issue in the MSN specialty/APRN practice. Lacks a justifiable course of action (consider reflection/ethical decision-making/ethical principles).</p> <p>D) Feasible solutions when unethical behaviors are observed.</p> <p><input type="checkbox"/> Limited or insufficient description of self-awareness in the development of a <b>professional role identity</b> (in the MSN specialty/APRN).</p> <p><input type="checkbox"/> Limited or insufficient description of <b>personal, professional, and leadership development</b> during the graduate program without a plan for the next step toward lifelong learning.</p>	
	15-16	13-14	0-12	

Overall Presentation				
Oral Presentation	Excellent oral presentation style, articulate and effective. Slides used are the same as submitted. Stayed within time limit. <b>10</b>	Adequate presentation style. Fairly articulate and effective, reads presentation from a script or the slides. Slides used are the same as submitted. Stayed within time limit. <b>8-9</b>	Poor and ineffective presentation style. Slides used in presentation were different than slides submitted. Failed to stay within time limit. <b>0-7</b>	
PowerPoint Presentation	PowerPoint is effective in slide design and content. Visual aids are well prepared, informative, and not distracting. Presentation flow is logical. There is appropriate citation and references are in APA format. <b>5</b>	Contains work of acceptable quality. There are slide design flaws. Presentation flow problems encountered. There are few citation and APA reference omissions or errors. <b>4</b>	Contains little work of acceptable quality. Slides used in presentation were different than slides submitted. The presentation is ineffective due to problems with readability or distracting visual content. Citations are not used. <b>0-3</b>	
			<b>Total Points</b>	<b>0</b>
Follow Up Questions and Summary Comments:				

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