

ORAL ROBERTS UNIVERSITY

**ANNA VAUGHN SCHOOL OF
NURSING**

e-Portfolio

ORAL ROBERTS UNIVERSITY ANNA VAUGHN SCHOOL OF NURSING

CANDIDATE PORTFOLIO HANDBOOK

In accordance with the requirements of Oral Roberts University all nursing majors are to prepare an electronic portfolio. The portfolio is a profile of an individual's achievement of curricular objectives and professional standards prescribed by the University, the School of Nursing, professional organizations, and external accrediting agencies. The portfolio is accessible to the individual, the faculty and administration of the School of Nursing, and other University officials as deemed appropriate. The portfolio shall be included in all accreditation reviews.

School of Nursing Mission and Goals

The AVSON has been charged by the President of the University with a unique over-arching goal of preparing nurses for Christian service throughout the world. The Oral Roberts University School's of Nursing vision and purpose is aligned with the Institution's purpose to prepare students to "go into every person's world with healing for the totality of human need." It is the mission of the School of Nursing to contribute to the University's mission by preparing graduates whose ministry is nursing. Using the Theory of Nursing for Whole Person as a theoretical framework for clinical practice, nursing graduates address the physical, psychosocial, and spiritual needs of individuals, families, and communities through the profession of nursing. This theory addresses the concepts "man," "health," "environment," and "nursing." A person is viewed as body, mind, and spirit. Health is viewed as a state of spiritual, mental, and physical wholeness. Health status is determined by a person's patterns of interaction with the internal and external environments. Nursing is defined as a goal-directed service to assist the individual, family, and/or community to promote, maintain, and restore health. Although nursing courses present varied subject matter, concepts from the nursing theory are evident throughout the curriculum. The Theory of Nursing for Whole Person is reflected in the conceptual framework identified in the syllabus of each nursing course as well in course and module objectives, content outlines, and clinical objectives. Overall, program goals include preparation of a graduate who demonstrates excellence in nursing practice based on current theory and research; is prepared to successfully write the NCLEX-RN exam for licensure as a Registered Nurse; and has acquired the basic competencies for ongoing education, formal or informal.

The nursing curriculum focuses on the discipline of nursing as evidenced by the nursing theory that frames the curriculum, the integration of knowledge with practice, and the inter-relatedness of curriculum objectives with professional nursing standards. Graduates of the School of Nursing are able to do the following:

- 1.0 Synthesize critical thinking skills for professional nursing practice.
 - 1.1 Utilize conceptual/theoretical frameworks to organize nursing practice.
 - 1.2 Utilize the nursing process as a systematic approach for thinking through practice issues.
 - 1.3 Use research as a tool for seeking answers to clinically significant nursing problems.
 - 1.4 Analyze a client's health status in relation to patterns of interaction between internal and external environments.
 - 1.5 Synthesize knowledge from liberal arts, applied sciences, and current research in the delivery of nursing care.

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- 2.0 Operationalize the role of the nurse as communicator in health care.
 - 2.1 Utilize verbal language that conveys intended meaning.
 - 2.2 Utilize non-verbal language that conveys intended meaning.
 - 2.3 Integrate informatics as a means for communication.
 - 2.4 Interpret client's values and beliefs in relation to health.
 - 2.5 Demonstrate the role of the nurse in consultation, coordination, and collaboration.

- 3.0 Evaluate therapeutic nursing interventions within a pattern of professional practice.
 - 3.1 Use liberal arts and professional education to minister to individuals, families, and communities through the professional nursing role.
 - 3.2 Interpret nursing care as addressing spiritual, physical, mental, and social needs of clients in a culturally sensitive manner.
 - 3.3 Implement goal-directed nursing actions that promote, maintain, and restore health/wholeness.
 - 3.4 Accept personal responsibility and accountability in the implementation of therapeutic nursing interventions consistent with professional standards.
 - 3.5 Demonstrate professional nursing practice in various roles and health care settings.

- 4.0 Demonstrate a leadership style for professional nursing practice.
 - 4.1 Internalize Christian, professional, and social values for a career in nursing.
 - 4.2 Value the Theory of Nursing for the Whole Person as a theoretical base for nursing practice.
 - 4.3 Demonstrate competence in nursing practice based on theory and current research.
 - 4.4 Mobilize resources vital to the health of individuals, families, and communities.
 - 4.5 Demonstrate a commitment to an ongoing quest for personal wholeness.

School of Nursing Portfolio Philosophy

The portfolio is a collection of artifacts that reflect candidates' achievement of competencies required by the University, the School of Nursing, professional organizations and accrediting agencies. The e-portfolio represents a mechanism by which BSN degree candidates may demonstrate their progression to mastery of these competencies. Additionally, the portfolio serves as the foundation of the School's assessment system and is used for program improvement. Data related to multiple variables within the candidates' portfolios may be aggregated and disaggregated to yield information essential to program evaluation.

Portfolio Assessment by the Anna Vaughn School of Nursing

All nursing majors are required to compile and maintain an electronic, developmental portfolio. Candidates' achievement of curriculum objectives is evaluated via portfolio artifacts: supporting documents, evaluations and recommendations, evidence of competencies, written samples and projects to support competencies, evidence of creativity and performance, and evidence of community activities.

Accomplishment of portfolio requirements is noted during each of four benchmarks: entry level, intermediate level, capstone level, and professional level. The first benchmark, the Entry Level, must be completed, approved by the candidate's advisor and the Admissions, Graduation, and Progression

Committee of the School of Nursing prior to the candidate's admission to junior-level nursing courses. The second benchmark, the Intermediate Level, must be completed and approved by the candidate's advisor prior to the candidate's progression to senior-level nursing courses. The third benchmark, the Capstone Level, must be completed and approved by the candidate's advisor prior to graduation. Finally, the fourth benchmark, the Professional Level, requires that the candidate respond to post-graduation surveys at one and three years following graduation.

PROFILE DATA FORM

The "profile data form" is an electronic form that is automatically integrated into the e-Portfolio. Each time the candidate submits an artifact for assessment, the candidate indicates whether his/her *profile data* is correct or needs to be updated. The candidate follows the on-screen instructions to complete the form.

PORTFOLIO RESOURCE WEBSITE (PRW)

As a Candidate you'll frequently see instructions encouraging you to refer to the "portfolio resource website." This website can be found only when you are logged into your portfolio account, specifically in the *edit mode*. While in the edit mode, you can scroll down to the bottom of the screen and click on the ORU mascot, known as Eli. This link will then take you directly to the Portfolio Resource Website (PRW) where you can obtain the Candidate Portfolio Handbook, as well as templates you will use to complete specific assignments. Rubrics will also be available as guides to help you in completing specified artifacts. These rubrics are duplicates of those faculty members will use to assess the artifact.

NURSING PORTFOLIO ASSESSMENT SHEET (N.P.A.S.)

The N.P.A.S. is a list of all of the artifacts the candidate is required to put in the electronic portfolio along with a rating scale for each artifact. The "Task" column indicates the method for entering the artifact into the e-portfolio. An artifact may be typed as a word document and uploaded into the portfolio, be scanned and attached to the e-portfolio, or there may be a template and rubric for use when completing the artifact. The candidate will need to refer to the N.P.A.S. as a reference in building the portfolio. Please note: when uploading an artifact into e-Portfolio, a screen will come up asking you what you want to call that artifact. Please refer to your N.P.A.S. and title it with the EXACT title you see listed. This helps eliminate potential confusion for students and faculty.

PORTFOLIO FORMAT

Candidate E-Portfolio Agreement Form – The candidate is required to read the Nurse Candidate Portfolio Handbook in its entirety. On the last page of the handbook the candidate will find the Candidate E-Portfolio Agreement Form. Print a copy of the form and sign it. Scan and upload the signed form in the appropriate area of portfolio (please use the "help" feature in e-Portfolio for assistance with this process).

ASSESSOR'S RESPONSE: Verify that the candidate has uploaded the signed agreement form and then record it in the appropriate area.

ENTRY LEVEL ARTIFACTS

The following are descriptions of each artifact to be placed in your portfolio prior to completion of the first benchmark, the Entry Level. This portion of the portfolio must be completed and approved by the candidate's advisor prior to continuation to the Intermediate Level. The artifacts are completed as required coursework assignments with faculty support or independently with the support of the academic advisor.

Assessor's Response:

The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used to complete the assignment. The professor will also record the final grade in the appropriate space. Candidates can access the scoring rubric to view the scores obtained for each of the areas as well as the overall grade for the project. Then, the professor, advisor, or appropriate designee will review the artifact and record a response of "met" or "not met" in the appropriate area.

The Admission, Progression, and Graduation Committee of the School of Nursing will also determine if the candidate has met all requirements for admission to the nursing program and will enter the information into the Candidate's portfolio.

Policies Related to Each Clinical Nursing Course

- **Clinical Evaluation:** The student and clinical instructor are both involved in the clinical evaluation process. Formal student/faculty clinical evaluation conferences are held at mid-and end-of-semester. Both the clinical instructor and the student complete written evaluations of the student's clinical performance for discussion at the evaluation conferences. Clinical laboratory performance is graded on a "pass/fail" basis. The student must achieve a "passing" grade in the clinical portion of the course in order to pass the course and progress to subsequent clinical courses. Additionally, all students are required to complete all clinical hours mandated by the curriculum.
- **Exam Scores:** Students are required to achieve a minimum of 70% average on module exams **or** 70% on the final exam in order to receive a "passing" course grade and to progress to subsequent nursing courses.
- **Course Grade:**
 - Students are required to submit all course assignments for course completion and assignment of a course grade.
 - When a student achieves a 70% average on module exams **or** 70% on the final exam **and** a "passing" grade in the clinical portion of the course, the student's grades on additional coursework will be calculated into the student's final course grade.
 - Failure to achieve a 70% average on module exams **or** a 70% average on the final exam will result in the student's earning a "failing" course grade. In such case the course grade will be based solely upon the module and final exam scores.
 - Students are required to take all specified ATI Exams and score at "acceptable" levels.

Admission:

- Scan and upload an official transcript from each college or university attended, including a current ORU transcript (please use the “help” feature in 3-Portfolio for assistance with this process). Enter a current transcript each semester.
- If a biology course is not on college or university transcript scan a high school transcript that shows a biology course taken within the previous 5 years with a grade of “C or better.

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
2 A			Entry	Semester 1	SAT Score (or)	Scan
2 A			Entry	Semester 1	ACT Score (or)	Scan
					College Transcript(s)	
2 A			Entry	Semester 1	Grade in a high school or college-level biology course If “unacceptable” or no grade, student must enroll in BIO 111 prior to PHS 223, PHS 224, or BIO 310	Scan

NUR 200: Descriptions of Artifacts

- **Final Exam Score:** Student’s score on a comprehensive exam addressing course content.
- **Test of Essential Academic Skills (TEAS):** Internet format, standardized test designed to lower program attrition and to increase graduates’ pass rates on the NCLEX licensure exam. Measures skills in math, reading, English and science.
- **Self-Assessment Inventory:** Identifies unique learning styles, quantifies critical thinking components and serves as a communication tool to improve the understanding of student’s professional characteristics and work ethics.

NUR 200

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
2 A	1.0	2.1 Exam Scores	Entry	Semester 3	Final Exam Score: NUR 200	.pdf
2 A		6.1 Standardized Test Scores	Entry	Semester 3	Test of Essential Academic Skills (TEAS) <ul style="list-style-type: none"> • Math • Science • English • Reading 	Scan
2 A 4 A 4 D	4.0	6.1 Standardized Test Scores	Entry	Semester 3	Self-Assessment Inventory	Scan

NUR 202: Descriptions of Artifacts

- **Hospital Care Plan:** A comprehensive plan of care for a hospitalized patient that reflects critical thinking skills through use of the “nursing process.”
- **Clinical Evaluation:** Rubric-based documentation that student has met clinical performance outcomes as specified in the course syllabus, curriculum objectives, and professional nursing standards.
- **Exam Scores**
 - Module Exam Scores
 - Average of Module Exam Scores
 - Final Exam Score
- **Dosage Calculation Exam:** A 20-item test assessing student’s ability to accurately calculate medication dosages.
- **Critical Thinking:** Internet-format test that assesses the student’s ability to use the phases of the critical thinking process. A secure, standardized assessment (test) designed to lower program attrition. Student receives immediate electronic report. Test results can be used as a resource for directed study.
- **Fundamentals of Nursing:** An internet-based, secure, standardized assessment (test) based on the NCLEX blueprint. Main content areas include foundations of practice including nursing process, basic communication, health assessment and basic nursing skills. Student receives immediate electronic report. Test results can be used as a resource for directed study.

NUR 202

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
1 D 2 A, B 4 A, C	1.0, 2.0, 3.0, 4.0	3.1 Papers	Entry	Semester 4	Hospital Care Plan: NUR 202	.pdf
1 B, D 2 A, B, C, E 4 A, B, C, D	1.0, 2.0, 3.0, 4.0	1.1 Clinical Evaluations	Entry	Semester 4	Clinical Evaluation: NUR 202	.pdf
2 A	1.0, 3.0	2.1 Exam Scores	Entry	Semester 4	Exam Scores: NUR 202	.pdf
2 A	3.0	2.1 Exam Scores	Entry	Semester 4	Dosage Calculation Exam Score: NUR 202	.pdf

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
2 A	1.0	6.1 Standardized Test Scores	Entry	Semester 4	Critical Thinking: NUR 202	Scan
2 A 4 C	1.0, 3.0	6.1 Standardized Test Scores	Entry	Semester 4	Fundamentals of Nursing	Scan

NUR 300: Description of Artifact

- **Health Assessment:** A beginning documentation paper that provides the student an opportunity to complete a comprehensive head-to-toe assessment.

NUR 300

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
2 A 4 A, B, C	1.0	3.1 Papers	Entry	Semester 4	Health Assessment: NUR 300	Scan

INTERMEDIATE LEVEL ARTIFACTS

The following are descriptions of each of the portfolio artifacts to be placed in your portfolio prior to completion of the second benchmark, the Intermediate Level. This portion of the portfolio must be completed and approved by the candidate's advisor prior to continuation to the Capstone Level. The artifacts are completed as required coursework assignments with faculty support or independently with the support of the academic advisor.

Assessor's Response:

The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used to complete the assignment. The professor will also record the final grade in the appropriate space. Candidates can access the scoring rubric to view the scores obtained for each of the areas as well as the overall grade for the project. Then, the professor, advisor, or appropriate designee will review the artifact and record a response of "met" or "not met" in the appropriate area.

The advisor will review the Entry & Intermediate Levels of the portfolio and record whether or not the candidate met the requirement in the appropriate section.

Policies Related to Each Nursing Course

- **Clinical Evaluation:** The student and clinical instructor are both involved in the clinical evaluation process. Formal student/faculty clinical evaluation conferences are held at mid-and end-of-semester. Both the clinical instructor and the student complete written evaluations of the student's clinical performance for discussion at the evaluation conferences. Clinical laboratory performance is graded on a "pass/fail" basis. The student must achieve a "passing" grade in the clinical portion of the course in order to pass the course and progress to subsequent clinical courses. Additionally, all students are required to complete all clinical hours mandated by the curriculum.
- **Exam Scores:** Students are required to achieve a minimum of 70% average on module exams **or** 70% on the final exam in order to receive a "passing" course grade and to progress to subsequent nursing courses.
- **Course Grade:**
 - Students are required to submit all course assignments for course completion and assignment of a course grade.
 - When a student achieves a 70% average on module exams **or** 70% on the final exam **and** a "passing" grade in the clinical portion of the course, the student's grades on additional coursework will be calculated into the student's final course grade.
 - Failure to achieve a 70% average on module exams **or** a 70% average on the final exam will result in the student's earning a "failing" course grade. In such case the course grade will be based solely upon the module and final exam scores.
 - Students are required to take all specified ATI Exams and score at "acceptable" levels

Intermediate Level Description of Artifact

- **Dosage Calculation Exam Score:** Student’s score on a level-appropriate 20-item exam that assesses student’s ability to accurately calculate medication dosages.

Policies

- Student must achieve “acceptable” standard prior to permission to administer medications in a clinical setting.
- A student who does not achieve the “acceptable” standard prior to the last day to add classes at the University will be de-enrolled in clinical nursing courses.

Intermediate Level

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
2 A	3.0	2.2 Exam Scores	Intermediate	Beginning of Semester 5	Dosage Calculation Exam Score: Semester 5	.pdf
2 A	3.0	2.2 Exam Scores	Intermediate	Beginning of Semester 6	Dosage Calculation Exam Score: Semester 6	.pdf

NUR 301: Descriptions of Artifacts

- **Consultation Paper:** Demonstrates the student’s ability to integrate communication skills and critical thinking in relation to an issue of medication administration.
- **Exam Scores**
 - Module Exam Scores
 - Average of Module Exam Scores
 - Final Exam Score
- **Pharmacology in Nursing Practice:** An internet-based, secure, standardized assessment (test) based on the NCLEX blueprint. A 75-item test covering dosage and fluid calculations, drug relationships and interactions, medication administration and general pharmacological principles. Student receives immediate electronic report. Test results can be used as a resource for directed study.

NUR 301

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
1 D 2 A 4 A	1.0	3.2 Papers	Intermediate	Semester 5	Consultation Paper: NUR 301	.pdf
2 A	1.0, 3.0	2.2 Exam Scores	Intermediate	Semester 5	Exam Scores: NUR 301	.pdf
2 A	1.0, 3.0	6.2 Standardized Test Scores	Intermediate	Semester 5	Pharmacology in Nursing Practice	Scan

NUR 304: Descriptions of Artifacts

- **Self-Analysis:** This paper provides an opportunity for the student to perform a self-evaluation of their individual growth and development in relation to various developmental theories.
- **Community Nursing Project:** This clinical experience is an independent practicum arranged with faculty guidance to assist the students learning of community health nursing. The student has the opportunity to schedule four home visits with an assigned client from specific agencies. The student will implement each stage of the nursing process in a community setting to enhance communication and assessment skills.
- **Clinical Evaluation:** Rubric-based documentation that student has met clinical performance outcomes as specified in the course syllabus, curriculum objectives, and professional nursing standards.
- **Exam Scores**
 - Module Exam Scores
 - Average of Module Exam Scores
 - Final Exam Score
- **Mental Health Nursing Care:** An internet-based, secure, standardized assessment (test) based on the NCLEX blueprint. The 63-item test covers areas pertaining to various mental health disorders, therapeutic milieu, stress and crisis management, and issues related to special populations. Student receives immediate electronic report. Test results can be used as a resource for directed study.

NUR 304

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
2 A, E	4.0	3.2 Papers	Intermediate	Semester 5	Self Analysis: NUR 304	.pdf
2 A, B, C; 4 A, B, C, D	1.0, 2.0, 3.0, 4.0	5.2 Projects	Intermediate	Semester 5	Community Nursing Project: NUR 304	.pdf
1 B, D 2 A, B, C, E 4 A, B, C, D	1.0, 2.0, 3.0, 4.0	1.2 Clinical Evaluations	Intermediate	Semester 5	Clinical Evaluation: NUR 304	.pdf
2 A	1.0, 3.0	2.2 Exam Scores	Intermediate	Semester 5	Exam Scores: NUR 304	.pdf
2 A	1.0, 3.0	6.2 Standardized Test Scores	Intermediate	Semester 5	Mental Health Nursing Care	Scan

NUR 305: Descriptions of Artifacts

- Hospital Care Plan:** The Care plan evidences the use of the nursing process in the care of individuals with potential or existing alterations in activity/exercise patterns. The assessment is framed on the Whole Person Theory that focuses on alterations in physical, mental, and spiritual health/wholeness of the individual within sensitivity to the individual's and family's social, cultural, and spiritual values. The student must communicate with individuals and families in the selection of appropriate nursing diagnoses and outcomes derived from the assessment data. Then in planning, the therapeutic nursing interventions are based on scientific principles, theories, current research, and standards of practice for promotion maintenance, and restoration of health and include the identification of appropriate resources for the interdisciplinary care of selected individuals. Lastly, the evaluation reflects upon the dynamic plan in the achievement of safe, effective, and efficient nursing care. Also, the care plan displays evidence of the student's personal responsibility for critical thinking in nursing care situations.

- **Clinical Evaluation:** Rubric-based documentation that student has met clinical performance outcomes as specified in the course syllabus, curriculum objectives, and professional nursing standards.
- **Exam Scores**
 - Module Exam Scores
 - Average of Module Exam Scores
 - Final Exam Score
- **Medical/Surgical Nursing Care/Selected content:** An internet-based, secure, standardized assessment (test) based on the NCLEX blueprint. Covers content pertaining to body systems, pharmacology, fluid, electrolyte and nutritional care topics. Communication techniques and cultural considerations are integrated throughout the test. Student receives immediate electronic report. Test results can be used as a resource for directed study.

NUR 305

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
1 D 2 A, B, C 4 A, B, C	1.0, 2.0, 3.0, 4.0	3.2 Papers	Intermediate	Semester 5	Hospital Care Plan: NUR 305	.pdf
1 B, D 2 A, B, C, E 4 A, B, C, D	1.0, 2.0, 3.0, 4.0	1.2 Clinical Evaluations	Intermediate	Semester 5	Clinical Evaluation: NUR 305	.pdf
2 A	1.0, 3.0	2.2 Exam Scores	Intermediate	Semester 5	Exam Scores: NUR 305	.pdf
2 A 4 C	1.0, 3.0	6.2 Standardized Test Scores	Intermediate	Semester 5	Med/Surg: NUR 305	Scan

NUR 307: Descriptions of Artifacts

- **Concept Map: Pediatric:** The pediatric concept map demonstrates use of the nursing process in the care of children and families with actual or potential alterations in health status. Assessment includes collection of clinical data organized using the Theory of Nursing for the Whole Person concepts for physical, mental, spiritual health with an emphasis on growth and development, social, and cultural issues in the context of the child and family as the basic unit of society. Data is analyzed and categorized in a diagram framework that is organized around the patient's primary health need. Nursing diagnoses are developed and organized within the diagram that demonstrates analysis of relationships among the nursing diagnosis and priorities upon which care is based. Communication with children, families, and

other health care providers is essential. Outcome goals and therapeutic nursing interventions are developed with the framework of promotion, maintenance and restoration of child and family health that encompasses scientific principles, theory, research and standards of practice. Evaluation reflects implementation of the plan resulting in safe, effective, family-centered care.

- **Interrelatedness Diagram:** The interrelatedness diagram is a two dimensional drawing that analyzes and synthesizes concepts of pathophysiology, physiologic findings, and patient symptoms to gain greater understanding of the body's interrelatedness among systems. Student integrates current diagnoses, past medical history, diagnostic findings, and medications into a unified presentation. Also promotes student's understandings of the physiology and pathophysiology of body systems, risk potential, medication's therapeutic actions and side effects.
- **Clinical Evaluation:** Rubric-based documentation that student has met clinical performance outcomes as specified in the course syllabus, curriculum objectives, and professional nursing standards.
- **Exam Scores**
 - Module Exam Scores
 - Average of Module Exam Scores
 - Final Exam Score
- **Medical/Surgical Nursing Care/Selected content:** An internet-based, secure, standardized assessment (test) based on the NCLEX blueprint. Covers content pertaining to body systems, pharmacology, fluid, electrolyte and nutritional care topics. Communication techniques and cultural considerations are integrated throughout the test. Student receives immediate electronic report. Test results can be used as a resource for directed study.

NUR 307

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
2 A, B, E	1.0	3.2 Papers	Intermediate	Semester 5	Pediatric Concept Map: NUR 307	.pdf
2 A, B, E	1.0	3.2 Papers	Intermediate	Semester 5	Inter-relatedness Diagram: NUR 307	Scan
1 B, D 2 A, C, E 4 A, B, C, D	1.0, 2.0, 3.0, 4.0	1.2 Clinical Evaluations	Intermediate	Semester 5	Clinical Evaluation: NUR 307	.pdf
2 A	1.0, 3.0	2.2 Exam Scores	Intermediate	Semester 5	Exam Scores: NUR 307	.pdf
2 A 4 C	1.0, 3.0	6.2 Standardized Exam Scores	Intermediate	Semester 5	Med/Surg: NUR 307	Scan

CAPSTONE LEVEL ARTIFACTS

The following is a description of each of the portfolio artifacts that are to be placed in your portfolio prior to the completion of the third benchmark, the Capstone Level. This portion of the required coursework portfolio must be completed and approved by the Candidate's advisor prior to graduation and continuation of the professional level. The artifacts are completed as assignments with faculty support or independently with the support of the academic advisor.

Assessor's Response:

The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used to grade the completed assignment. The professor will also record the final grade in the appropriate space. Candidates can access the scoring rubric to view the scores obtained for each of the areas as well as the overall grade for the project. Then, the professor, advisor, or appropriate designee will review the artifact and record a response of "met" or "not met" in the appropriate area.

Policies Related to Each Clinical Nursing Course

- **Clinical Evaluation:** The student and clinical instructor are both involved in the clinical evaluation process. Formal student/faculty clinical evaluation conferences are held at mid-and end-of-semester. Both the clinical instructor and the student complete written evaluations of the student's clinical performance for discussion at the evaluation conferences. Clinical laboratory performance is graded on a "pass/fail" basis. The student must achieve a "passing" grade in the clinical portion of the course in order to pass the course and progress to subsequent clinical courses. Additionally, all students are required to complete all clinical hours mandated by the curriculum.
- **Exam Scores:** Students are required to achieve a minimum of 70% average on module exams **or** 70% on the final exam in order to receive a "passing" course grade and to progress to subsequent nursing courses.
- **Course Grade:**
 - Students are required to submit all course assignments for course completion and assignment of a course grade.
 - When a student achieves a 70% average on module exams **or** 70% on the final exam **and** a "passing" grade in the clinical portion of the course, the student's grades on additional coursework will be calculated into the student's final course grade.
 - Failure to achieve a 70% average on module exams **or** a 70% average on the final exam will result in the student's earning a "failing" course grade. In such case the course grade will be based solely upon the module and final exam scores.
 - Students are required to take all specified ATI Exams and score at "acceptable" levels

NUR 400: Description of Artifacts

- **Charge Nurse Paper:** Provides an opportunity for the student to explore leadership skills needed by a charge nurse in the acute care setting. Critical thinking involves prioritizing care activities for a group of patients in the acute care setting along with addressing issues that arise in such a setting.
- **Clinical Evaluation:** Rubric-based documentation that student has met clinical performance outcomes as specified in the course syllabus, curriculum objectives, and professional nursing standards.
- **Exam Scores**
 - Module Exam Scores
 - Average of Module Exam Scores
 - Final Exam Score
- **Medical/Surgical Nursing Care/Selected content:** An internet-based, secure, standardized assessment (test) based on the NCLEX blueprint. Covers content pertaining to body systems, pharmacology, fluid, electrolyte and nutritional care topics. Communication techniques and cultural considerations are integrated throughout the test. Student receives immediate electronic report. Test results can be used as a resource for directed study.
- **Nursing Care of Children:** An internet-based, secure, standardized assessment (test) based on the NCLEX blueprint. A 65-item test that includes items pertaining to the body systems, growth and development, pharmacotherapeutics, fluid, electrolyte and nutritional care of the child. Student receives immediate electronic report. Test results can be used as a resource for directed study.

NUR 400

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
1 D 2 A, B, C, E 4 A, B, C, D	1.0, 2.0, 3.0, 4.0	3.3 Papers	Capstone Level	Semester 7	Charge Nurse Paper: NUR 400	.pdf
1 B, D 2 A, B, C, E 4 A, B, C, D	1.0, 2.0, 3.0, 4.0	1.3 Clinical Evaluations	Capstone Level	Semester 7	Clinical Evaluation: NUR 400	.pdf
2 A	1.0, 3.0	2.3 Exam Scores	Capstone Level	Semester 7	Exam Scores: NUR 400	.pdf
2 A 4 C	1.0, 3.0	6.3 Standardized Test Scores	Capstone Level	Semester 7	Med/Surg: NUR 400	Scan

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
2 A 4 C	1.0, 3.0	6.3 Standardized Test Scores	Capstone Level	Semester 7	Nursing Care of Children	Scan

NUR 403 WI: Descriptions of Artifacts

- **“Called to Care” Journal:** The Called to Care Journal is written by the student in response to assigned readings from Shelly’s *Called to Care: a Christian Theology of Nursing* that reflects evaluation of professional nursing practice from a Christian perspective. A study guide provides the framework to guide the student in the writing process. Students select an excerpt from their personal journal that best reflects their evaluation of Christian nursing practice.
- **Clinical Evaluation:** Rubric-based documentation that student has met clinical performance outcomes as specified in the course syllabus, curriculum objectives, and professional nursing standards.
- **Community Assessment:** The community assessment is a comprehensive, guided evaluation of a community that is designed to provide students the opportunity to identify health needs using a variety of resources. Through the process of community assessment, students develop relationships with members of the community, identify strengths and challenges, and begin to formulate plans for programs to meet the health needs of the community.
- **Exam Scores**
 - Module Exam Scores
 - Average of Module Exam Scores
 - Final Exam Score

NUR 403 WI

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
2 A, C, E 4 A, C, D	4.0	3.3 Papers	Capstone Level	Semester 7	“Called to Care” Journal: NUR 403	.pdf
1 B, D 2 A, B, C, E 4 A, B, C, D	1.0, 2.0, 3.0, 4.0	1.3 Clinical Evaluation	Capstone Level	Semester 7	Clinical Evaluation: NUR 403	Scan

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
2 A, C, E 4 A, B, C, D	1.0, 2.0, 3.0, 4.0	5.3 Projects	Capstone Level	Semester 7	Community Assessment: NUR 403	.pdf
2 A	1.0, 3.0	2.3 Exam Scores	Capstone Level	Semester 7	Exam Scores: NUR 403	Scan

NUR 430: Descriptions of Artifacts

- **Prenatal Nutrition Paper:** The student identifies and investigates a domestic or international maternal-child or women’s health issue. The student searches electronic data bases to identify an appropriate funding source, such as a grant, and writes a proposal addressing the criteria established by the funding source. An opportunity for the student, with faculty input, to interpret the source’s requirements and to develop a professional proposal for a specific need.
- **Maternal-Child Proposal:** The student uses culturally-specific knowledge to plan a nutritionally-sound prenatal diet for a specific international people group.
- **Clinical Evaluation:** Rubric-based documentation that student has met clinical performance outcomes as specified in the course syllabus, curriculum objectives, and professional nursing standards.
- **Exam Scores**
 - Module Exam Scores
 - Average of Module Exam Scores
 - Final Exam Score
- **Maternal/Newborn Nursing Care:** An internet-based, secure, standardized assessment (test) based on the NCLEX blueprint. This 75-item test includes content related to women’s health care, normal physiological and psychological changes in pregnancy, normal and complicated antepartum, intrapartum and postpartum care. Normal and complicated newborn care, pharmacologic interventions, nutritional care and cultural considerations are also covered. Student receives immediate electronic report. Test results can be used as a resource for directed study.

NUR 430

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
2 A, B, C, E; 4 A, B, C, D	1.0, 3.0	3.3 Papers	Capstone Level	Semester 7	Prenatal Nutrition Paper: NUR 430	.pdf
2 A, B, C	1.0, 3.0	3.3 Papers	Capstone Level	Semester 7	Maternal-Child Proposal: NUR 430	.pdf
1 B, D 2 A, B, C, E 4 A, B, C, D	1.0, 2.0, 3.0, 4.0	1.3 Clinical Evaluations	Capstone Level	Semester 7	Clinical Evaluation: NUR 430	.pdf
2 A	1.0, 3.0	2.3 Exam Scores	Capstone Level	Semester 7	Exam Scores: NUR 430	.pdf
2 A	1.0, 3.0	6.3 Standardized Test Scores	Capstone Level	Semester 7	Maternal/Newborn Nursing Care	Scan

Dosage Calculation Exam: Description of Artifact

- **Dosage Calculation Exam Score:** Student's score on a level-appropriate 20-item exam that assesses student's ability to accurately calculate medication dosages.

Policies

- Student must achieve "acceptable" standard prior to permission to administer medications in a clinical setting.
- A student who does not achieve the "acceptable" standard prior to the last day to add classes at the University will be de-enrolled in clinical nursing courses.

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
2 A	3.0	2.3 Exam Scores	Capstone Level	Beginning of Semester 7	Dosage Calculation Exam Score: Semester 7	.pdf
2 A	3.0	2.3 Exam Scores	Capstone Level	Beginning of Semester 8	Dosage Calculation Exam Score: Semester 8	.pdf

NUR 405: Descriptions of Artifacts

- **Community Health Program:** Provides each student the opportunity to present information about a specific health problem to the public. Students plan, organize, implement and evaluate a community program that they present to the community.
- **Personal Philosophy of Nursing Practice Paper:** Provides an opportunity for the student to write and defend his/her personal philosophy of nursing practice. The student synthesizes their knowledge of the Theory of Nursing for the Whole Person; principles of leadership theory; personal, and professional and Christian values in presenting the completed assignment.
- **Clinical Evaluation:** Rubric-based documentation that student has met clinical performance outcomes as specified in the course syllabus, curriculum objectives, and professional nursing standards.
- **Exam Scores**
 - Module Exam Scores
 - Average of Module Exam Scores
 - Final Exam Score
- **Community Health Nursing Care:** An internet-based, secure, standardized assessment (test) based on the NCLEX blueprint. A 60-item test that assesses the student’s overall mastery of content related to the application of community health principles in various settings. Health and wellness promotion across the lifespan is featured. Student receives immediate electronic report. Test results can be used as a resource for directed study.
- **Nursing Leadership:** An internet-based, secure, standardized assessment (test) based on the NCLEX blueprint. A 60-item test relevant to issues of decision-making and management skills in the areas of safety, planning, supervision, counseling, delegation, collaboration and identification of client and staff needs. Student receives immediate electronic report. Test results can be used as a resource for directed study.

NUR 405

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
1 B, D 2 A, B, C, D 4 A, B, C, D, E	1.0, 2.0, 3.0, 4.0	5.3 Projects	Capstone Level	Semester 8	Community Health Program: NUR 405	.pdf .jpg .gif
2 E 4 A, B, C, D, E	4.0	3.3 Papers	Capstone Level	Semester 8	Philosophy of Nursing Practice: NUR 405	.pdf

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
1 B, D 2 A, B, C, D 4 A, B, C, D, E	1.0, 2.0, 3.0, 4.0	1.3 Clinical Evaluations	Capstone Level	Semester 8	Clinical Evaluation: NUR 405	.pdf
2 A	1.0, 3.0	2.3 Exam Scores	Capstone Level	Semester 8	Exam Scores: NUR 405	.pdf
2 A, C 4 C, D	1.0, 2.0, 3.0, 4.0	6.3 Standardized Test Scores	Capstone Level	Semester 8	Community Health Nursing Care: NUR 405	Scan
2 A 4 E	1.0, 2.0, 3.0, 4.0	6.3 Standardized Test Scores	Capstone Level	Semester 8	Nursing Leadership	Scan

NUR 406: Descriptions of Artifacts

- **Comprehensive Project:** This capstone project involves student's participation in a comprehensive group project that involves assessment, planning, implementation, and evaluation of a project requiring professional leadership skills. Student's grade reflects group participation as well as presentation of project. Self-and peer-evaluations are part of the evaluation process. (The completed PowerPoint presentation will be placed in e-Portfolio along with grades.)
- **Case Study:** A capstone project that involves critical thinking in administering nursing care for a patient with complex health problems. Paper requires a comprehensive plan that addresses pathophysiology, the nursing process, discharge teaching, and an interdisciplinary approach to the care of the patient. Student presents highlights of paper in a professional manner to faculty and peers. (The completed paper will be placed on e-Portfolio as a Word document.)
- **Clinical Evaluation:** Rubric-based documentation that student has met clinical performance outcomes as specified in the course syllabus, curriculum objectives, and professional nursing standards.
- **Exam Scores**
 - Module Exam Scores
 - Average of Module Exam Scores
 - Final Exam Score

- **Medical/Surgical Nursing Care:** An internet-based, secure, standardized assessment (test) based on the NCLEX blueprint. This 90-item test covers content pertaining to body systems, pharmacology, fluid, electrolyte and nutritional care topics. Communication techniques and cultural considerations are integrated throughout the test. Student receives immediate electronic report. Test results can be used as a resource for directed study.

NUR 406

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
2 A, B, C, E 4 A, B, C, D, E	1.0, 2.0, 3.0, 4.0	5.3 Projects	Capstone Level	Semester 8	Comprehensive Project: NUR 406	.pdf .jpg .gif
2 A, B, C, E 4 A, B, C, D, E	1.0, 3.0	3.3 Papers	Capstone Level	Semester 8	Case Study: NUR 406	.pdf
1 B, D 2 A, B, C, E 4 A, B, C, D, E	1.0, 2.0, 3.0, 4.0	1.3 Clinical Evaluations	Capstone Level	Semester 8	Clinical Evaluation: NUR 406	.pdf
2 A	1.0, 3.0	2.3 Exam Scores	Capstone Level	Semester 8	Exam Scores: NUR 406	.pdf
2 A 4 C	1.0, 3.0	6.3 Standardized Test Scores	Capstone Level	Semester 8	Med/Surg: NUR 406	Scan

NUR 499: Description of Artifacts

- **Senior Paper Abstract:** The abstract of a five-chapter research paper that illustrates the student's ability to think critically in systematically exploring answers to questions significant to the discipline of nursing. The paper requires that the student synthesizes knowledge of the target population, professional nursing practice and issues, and research methodologies. Additionally, the paper reveals the student's ability to communicate in a professional manner.
- **Poster Presentation:** A picture of the poster representing the capstone research project that vividly illustrates the student's ability to communicate research findings in a professional manner.
- **Oral Presentation-Video-Clip:** A valuable experience tailored to promote the student's demonstration of knowledge of research process and its application to a clinically significant nursing problem. The video-clip illustrates the students' ability to communicate in a professional manner including integration of technology.

- **Final Exam Score:** Grade reflects comprehensiveness of student’s understanding, application, interpretation, synthesis, and evaluation of research.

NUR 499

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
2 A, B, C, E 4 A	2.0, 4.0	3.3 Papers	Capstone Level	Semester 7	Senior Paper Abstract: NUR 499	.pdf
2 A, B, C, E 4 A	2.0	4.3 Presentations	Capstone Level	Semester 7	Poster Presentation: NUR 499	.pdf .jpg .gif
2 A, B, C, E 4 A	2.0	4.3 Presentations	Capstone Level	Semester 7	Oral Presentation/ Video-Clip: NUR 499	.mdv
2 A	1.0	2.3 Exam Scores	Capstone Level	Semester 7	Final Exam Score: NUR 499	.pdf

NUR 477: Descriptions of Artifacts

- **Critical Thinking:** A non-nursing assessment (test) assesses the student’s ability to use the phases of the critical thinking process.
- **NCLEX Preparation: Stage 1:** Internet-based, secure, standardized test based on the NCLEX blueprint judged 98.9% reliable for predicting student’s scores on NCLEX licensure exam. Immediate feedback with national and group percentile rankings. The assessment report also includes NCLEX blueprint correlation and topic descriptors for directed study.
- **NCLEX Preparation: Stage 2:** This unsecured on-line assessment contains 200-exam items with 800 rationales to maximize the student’s learning opportunities for a comprehensive content review. Results are available immediately upon completion of the assessment providing a detailed, diagnostic report identifying strengths and weaknesses of nursing knowledge and is useful for immediate remediation and NCLEX preparation. Used in conjunction with Stage 3 RN Preparation Module that provides strategies for increasing NCLEX performance. Includes step-by-step approach for registration and administration of the exam.

NUR 477

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
2 A	1.0	6.3 Standardized Tests	Capstone Level	Semester 8	Critical Thinking: NUR 477	Scan
2 A	1.0, 3,0	6.3 Standardized Tests	Capstone Level	Semester 8	NCLEX Preparation: Stage 1: Secured Comprehensive Predictor	Scan
2 A	1.0, 3,0	6.3 Standardized Tests	Capstone Level	Semester 8	NCLEX Preparation: Stage 2: Unsecured Comprehensive Predictor	Scan

PROFESSIONAL LEVEL ARTIFACTS

The following is a description of the portfolio artifact that is to be placed in your portfolio at the final benchmark, the Professional Level. The artifact is the summative evaluation of the student’s progress as evidenced by success on the NCLEX-RN Examination.

Assessor’s Response:

The advisor will review the artifact and record a response of “met” or “not met” in the appropriate area.

University Standards	AVSON Standards	Table of Contents	Level	Timeframe	Artifact	Task
4 D, E	1.0, 2.0, 3.0, 4.0	8.0 Post-Graduation Data	Professional Level	1 & 3 years	Alumni Survey	.pdf .html

**Oral Roberts University Anna Vaughn School of Nursing
Candidate E-Portfolio Agreement Form**

By signing this statement, I understand the Oral Roberts University School of Nursing will access my E-Portfolio as presented on-line with the use of an on-line assessment instrument. I understand that my demographic information, artifacts, and written documents will be used by the Unit for assessment purposes to inform program improvement and to prepare for state, and national accreditation.

I understand that my information will be held in confidence between the School of Nursing and accrediting associations. I also understand that artifacts in my portfolio may be used as samples or for demonstration purposes.

I understand that the use of my E-Portfolio for program evaluation or accreditation review will in no way affect my grades on individual projects, artifacts, or the final over-all portfolio assessment. Grades and assessment of portfolios and individual artifacts will be determined and rest solely with the assessors to be determined by the School of Nursing.

Print Name

Signature

Date _____