Clinical Course Short Assignment

To be utilized toward the end of a clinical course:

(1) Compare history and assessment data from patients from Week 1 and Week 5 of your

   clinical rotation. Identify similarities and differences in the patient's conditions and

   treatment plans. What implications do these have for building knowledge as a new

   RN? Describe how the nurse can use these (similarities and differences) to build

   knowledge and assessment skills for future practice.

(2) Analyze and critique your nursing care for the from Week 1 compared to Week 5.

   How have your clinical skills improved in prioritizing patient interventions? Identify

   one alternative intervention you would implement and explain why. Support your

   rationale with an evidence-based scholarly article.

Grading Rubric

	5	4	3
Compare / Contrast	The assignment compares and contrasts items clearly and points to specific examples to illustrates the comparison/contrast	The assignment compares and contrasts items clearly but the supporting information is general and includes information that is relevant to the comparison/contrast	The assignment compares and contrasts items clearly but the supporting information is incomplete and includes information that is not relevant to the comparison/contrast
Critical Thinking for Implications	Consistently and accurately interprets evidence, statements, information and questions. Identifies the prominent reasons and claims. Thoughtfully analyses and evaluates major assessment findings. Draws warranted, judicious, non-fallacious conclusions. Justifies key results and procedures; explains assumptions and reasons Fair-mindedly follows where evidence and reason lead	Interprets evidence, statements, information, and questions. Identifies relevant arguments and claims. Offers analysis and evaluations of obvious assessment findings and differential diagnoses. Draws warranted, non fallacious conclusions. Justifies some results or procedures; explains reasons. Fair-mindedly follows where evidence and reason lead	Misinterprets evidence, statements, and information, questions. Fails to identify strong, relevant counterarguments. Ignores or superficially evaluates assessment findings and differential diagnoses. Draws unwarranted or fallacious conclusions. Justifies few results or procedures; seldom explains reasons. Regardless of the evidence, maintains or defends views based on self-interest or preconceptions
Self Critique & Alternative Intervention	Consistently and accurately interprets evidence, statements, information and questions. Identifies the prominent reasons and claims. Thoughtfully analyses and evaluates major assessment findings. Draws warranted, judicious, non-fallacious conclusions. Justifies key results and procedures; explains assumptions and reasons Fair-mindedly follows where evidence and reason lead	Interprets evidence, statements, information, and questions. Identifies relevant arguments and claims. Offers analysis and evaluations of obvious assessment findings and differential diagnoses. Draws warranted, non fallacious conclusions. Justifies some results or procedures; explains reasons. Fair-mindedly follows where evidence and reason lead	Misinterprets evidence, statements, and information, questions. Fails to identify strong, relevant counterarguments. Ignores or superficially evaluates assessment findings and differential diagnoses. Draws unwarranted or fallacious conclusions. Justifies few results or procedures; seldom explains reasons. Regardless of the evidence, maintains or defends views based on self-interest or preconceptions

Writing Style	All sources are accurately documented and in APA format. There are no grammatical, spelling or punctuation errors. Sentence structure is clear with smooth transitions. Article is evidenced based.	Adequate sentence structure and transitions. There are 3 or 4 minor errors in punctuation, grammar and/or spelling which do not break the flow for the reader. All sources are accurately documented and in APA format. Article is scholarly, but not evidenced based.	Poor sentence structure and transitions. There are 1 or 2 major errors in punctuation, grammar and/or spelling which do interrupt the flow for the reader. Attempt to document source used is not completely accurate. Article is scholarly, but not evidenced based.