

Student Name: Jane Doe

VSU ID # 870- -

Assessor: Gayle Taylor

Date \_\_\_\_\_ (Mo/Da/Yr)

**Valdosta State University**  
**NURS 4060 Rubric for Prior Learning Assessment Submissions**

**Course description:** *Advanced Health Assessment* is a course that focuses on advanced comprehensive assessment skills utilized in a variety of clinical settings. This course builds on basic and experiential knowledge of health assessment. Emphasis is placed on applying critical thinking and diagnostic reasoning skills in assessing, diagnosing, and monitoring the health status of adult clients and families.

Candidates must score at the minimum level of “able” in each element of the rubric.

| ITEM   | Masterful   | Able | Developing |
|--|---|------|------------|
| <b>SOURCES OF LEARNING (EXPERIENCES)</b>                         |   |      |            |
| Documentation and description of experiences as a basis for PLA. | Sources of Learning section succinctly narrates and describes the significance of the candidate’s relevant learning experiences and establishes the candidate as qualified to write on the subject. Completed in PLA 2000 | X    |            |
| <b>EVIDENCE OF LEARNING (COMPETENCIES)</b>                       |   |      |            |
| Evidence (overall)   | Candidate provides evidence of learning the following from experience.  |      |            |
|  | Ethical, legal, and socio-cultural issues in an advanced health assessment.   | X    |            |
|  | Critical thinking, diagnostic reasoning, formulation of diagnostic hypotheses and differential diagnosis.   | X    |            |
| Evidence aligned with specific learning outcomes                 | <b>Candidate provides adequate and appropriate evidence of each learning outcome listed in the course syllabus.</b>   |      |            |
|  | Student will:<br>1. perform a comprehensive physical, psychosocial, developmental, occupational, and cultural assessment in a concise and systematic manner.  | X    |            |
|  | 2. analyze history, physical examination, diagnostic procedures, and laboratory data to formulate a diagnostic hypothesis.  | X    |            |

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|--|---|---|--|
|  | 3. document health assessment data in a concise, accurate, and logical manner.  | X |  |
|  | 4. skillfully perform selected diagnostic and laboratory procedures.  | X |  |
|  | 5. analyze ethical, legal, and socio-cultural issues associated with advanced health assessment issues.   | X |  |
| <b>Evidence aligned with personal experience</b>               | From the candidate's discussion of personal examples, it is clear that the learning arose from the candidate's experience and the experience represents understanding of the topic. | X |  |
| <b>Evidence aligned with academic theory</b>                   | Appropriate amount and use of academic theory is integrated within the submission, so that the candidate's learning is grounded in the academic frameworks of the topic.            | X |  |
| <b>QUALITY OF PRESENTATION OF SUBMISSION</b>                   |   |   |  |
| <b>Breadth / Depth of Submission</b>                           | There is an appropriate depth and breadth of discussion related to requested credits (upper vs. lower division, and amount)   | X |  |
| <b>Introduction/ Conclusion</b>                                | <input type="checkbox"/> Introduction effectively introduces the topic in general and the contents of the essay/formal paper specifically.  | X |  |
|  | <input type="checkbox"/> Conclusion effectively summarizes main points and states significance of the essay/formal paper topic.   | X |  |
| <b>Citation of Source Material</b>                             | In-text and end-of-text citations of all sourced materials are correct and complete.  | X |  |
| <b>Documentation</b>   | Documentation is effective evidence of experience;<br>Documentation is effectively referred to within submission, and its significance and relevance is clear.                      | X |  |
| <b>Sentence Structure, Mechanics, and Overall Presentation</b> | <input type="checkbox"/> PLA submission is well organized, uses   | X |  |
|  | <input type="checkbox"/> Adequate subheadings clearly aligned with competencies and progresses in logical, convincing order.  | X |  |
|  | <input type="checkbox"/> Each sentence structured effectively; rich, well-chosen variety of sentence styles and length.   | X |  |
|  | <input type="checkbox"/> Virtually free of punctuation, spelling, and capitalization errors; appropriate  | X |  |

|  |   |                   |  |
|--|---|-------------------|--|
|  | <p>format and presentation for assignment.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exceptional vocabulary range, accuracy, and correct and effective word usage.</li> <li><input type="checkbox"/> PLA submission id professionally presented, complete and clear.</li> </ul> | <p>X</p> <p>X</p> |  |
|--|---|-------------------|--|

Note: The components for evidence of learning would be aligned with domains (subsets of items) of the written exam.

Gayle C. Taylor 4/13/08