# Purpose

The student previously analyzed their performance on the integrated comprehensive assessments and reflected on areas of opportunity and strategies to promote NCLEX-RN success and transition into practice. The student will now apply the priority concept (topic) to evidence-based professional practice upon which nurses have the ability to resolve or have a positive impact. There is a focus on the healthcare disparities of the individual, as well as ethical and legal implications to professional practice. The student will discuss how an interdisciplinary approach promotes quality improvement for the patient and evidence-based professional practice, driving positive outcomes.

**Course outcomes:** This assignment enables the student to meet the following course outcomes:

CO # 1: Synthesize knowledge from sciences, humanities, and nursing in managing the needs of humans as consumers of healthcare in a patient-centered environment. (PO#1)

CO # 2: Integrate communication and relationship skills in teamwork and collaboration functioning effectively with health team members and consumers of care. (PO#3)

CO # 3: Utilize information technology to manage knowledge, mitigate error, and support decision making with health team members and consumers of care. (PO# 8)

CO # 4 Integrate critical thinking, clinical reasoning skills, best current evidence, clinical expertise, and patient/family preferences/values in the implementation of the nursing process. (PO# 4)

CO # 5: Explore the impact of professional standards, legislative issues, ethical principles, and values on professional nursing, using data to monitor outcomes and improve quality and safety. (PO# 5, 6)

**Due date:** Your faculty member will inform you when this assignment is due. The Late Assignment Policy applies to this assignment.

**Total points possible:** 230 points

# Preparing the assignment: Follow these guidelines when completing this assignment. Speak with your faculty member if you have questions.

In this paper the student will provide a detailed description of the relationship between the category from the NCLEX-RN examination blueprint, the priority concept (topic) selected based on assessment performance, and professional practice.

1. Write a 4-6 page paper (not including the title page or reference page) using APA format
2. Include the following sections:
	1. Introduction- 20 points/8%
* Offer a detailed description of the purpose statement for the paper.
* Identify the priority concept (topic) from the Individual Student Comprehensive Assessment Trends: Longitudinal Performance Table drawn from one (1) of the four (4) main categories of the NCLEX-RN examination blueprint:
* Assurance of a safe and effective care environment
* Health promotion and maintenance of health
* Preservation of the patient population’s psychosocial integrity
* Preservation of the patient population’s physiological integrity
* Provide a detailed description of the relationship between the category from the NCLEX-RN examination blueprint and the priority concept (topic).
	1. Importance - 20 points/8%
* Describe the importance of the priority concept (topic) to professional practice.
* Describe the importance of the priority concept (topic) to the health status of a patient population.
* Include the potential negative effect(s) to professional practice if the priority concept (topic) is unresolved.
* Include the potential negative effect(s) to the patient population if the priority concept (topic) is unresolved.
	1. Healthcare Disparities, Inequalities, and Interventions- 70 points/28%
		+ Identify patient populations that may be negatively influenced by the priority concept (topic) if unresolved.
		+ Identify healthcare resources to support evidence-based professional practice related to the priority concept (topic).
		+ Summarize potential priority concept (topic) healthcare disparities and inequalities related to diverse populations.
		+ Propose an evidence-based solution for the priority concept (topic) related to healthcare disparities.
		+ Identify three (3) evidence-based practice interventions.
		+ Prioritize the identified evidence-based practice interventions and provide rationale.
		+ Discuss two (2) patient education considerations related to the priority concept (topic).
	2. Legal & Ethical Considerations and Intervention Challenges- 40 points/16%
		+ Identify at least one (1) ethical and one (1) legal implication for addressing the priority concept (topic) in professional practice.
		+ Discuss at least one (1) strategy in prevention of an ethical dilemma related to the priority concept (topic) in professional practice.
		+ Discuss at least one (1) strategy in prevention of legal consequences related to the priority concept (topic) in professional practice.
		+ Identify one (1) anticipated challenge to the success of preventing the priority concept (topic) in professional practice.
		+ Identify one (1) anticipated challenge to the success of resolving the priority concept (topic) in professional practice.
	3. Participants and Interdisciplinary Approach – 20 points/8%
		+ Identify all the parties who will be involved in the implementation of the priority concept (topic) interventions.
		+ Discuss the role of each member in the intervention implementation for the priority concept (topic).
		+ Identify a minimum of two (2) members of a discipline outside of nursing.
		+ Discuss the benefit of including the identified interdisciplinary members from disciplines outside nursing to promote evidence-based professional practice.
	4. Quality Improvement– 20 points/8%
		+ Provide at least one (1) benefit in patient outcomes from addressing the priority concept (topic) within the clinical environment.
		+ Provide at least one (1) benefit to the nursing profession that will result from addressing this priority concept (topic) in clinical professional practice.
		+ Discuss at least one (1) resource utilized to promote improved patient outcomes in the clinical environment.
		+ Discuss at least one (1) resource utilized to increase professional nurse knowledge promoting improved clinical professional practice.
	5. Conclusion – 20 points/8%
		+ Provide a thorough recap of the purpose to promote increased evidence-based professional practice knowledge related to the priority concept (topic) deficiency.
		+ Summarize resources identified to support improved evidence-based professional practice related to the priority concept (topic).
		+ Include a complete statement describing why addressing the priority concept (topic) matters for patient outcomes and evidence-based professional practice.
	6. APA Style and Organization– 20 points/8%
		+ References are submitted with paper.
		+ Uses current APA format and is free of errors.
		+ Grammar and mechanics are free of errors.
		+ At least three (3) scholarly, peer reviewed, primary sources from the last 5 years, excluding the textbook, are provided. Each section should have a cited source to support information provided.

For writing assistance (APA, formatting, or grammar) visit the [APA](https://library.chamberlain.edu/citinglibrarysources) Citation and Writing page in the online Chamberlain library.

# Grading Rubric

Criteria are met when the student’s application of knowledge within the paper demonstrates achievement of the outcomes for this assignment.

| **Assignment Section and****Required Criteria****(Points possible/% of total points available)** | **Highest Level of Performance** | **High Level of Performance** | **Satisfactory Level of Performance** | **Unsatisfactory Level of Performance** | **Section not present in paper** |
| --- | --- | --- | --- | --- | --- |
| **Introduction** (20 points/8.7%) | **20 points** | **16 points** | **8 points** | **0 points** |
| **Required criteria**1. Offer a detailed description of the purpose statement for the paper.
2. Identify the priority concept (topic) from the Individual Student Comprehensive Assessment Trends: Longitudinal Performance Table drawn from one (1) of the four (4) main categories of the NCLEX-RN examination blueprint:
	1. Assurance of a safe and effective care environment
	2. Health promotion and maintenance of health
	3. Preservation of the patient population’s psychosocial integrity
	4. Preservation of the patient population’s physiological integrity
3. Provide a detailed description of the relationship between the category from the NCLEX-RN examination blueprint and the priority concept (topic).
 | Includes all 3 requirements for section. | Includes no fewer than 2 requirements for section. | Includes no fewer than 1 requirement for section. | No requirements for this section presented. |
| **Importance** (20 points/8.7%) | **20 points** | **18 points** | **16 points** | **8 points** | **0 points** |
| **Required criteria**1. Describe the importance of the priority concept (topic) to professional practice
2. Describe the importance of the priority concept (topic) to the health status of a patient population.
3. Include the potential negative effect(s) to professional practice if the priority concept (topic) is unresolved.
4. Include the potential negative effect(s) to the patient population if the priority concept (topic) is unresolved.
 | Includes all 4 requirements for section. | Includes no fewer than 3 requirements for section. | Includes no fewer than 2 requirements for section. | Includes no fewer than 1 requirement for section. | No requirements for this section presented. |
| **Healthcare Disparities, Inequalities, and Interventions** (70 points/30.4%) | **70 points** | **63 points** | **54 points** | **21 points** | **0 points** |
| **Required criteria**1. Identify patient populations that may be negatively influenced by the priority concept (topic) if unresolved.
2. Identify healthcare resources to support evidence-based practice related to the priority concept (topic).
3. Summarize potential priority concept (topic) healthcare disparities and inequalities related to diverse populations.
4. Propose an evidence-based solution for the priority concept (topic) related to healthcare disparities.
5. Identify three (3) evidence-based practice interventions.
6. Prioritize the identified evidence-based practice interventions and provide rationale.
7. Discuss two (2) patient education considerations related to the priority concept (topic).
 | Includes all 7 requirements for section. | Includes no fewer than 5-6 requirements for section. | Includes no fewer than 3-4 requirements for section. | Includes no fewer than 1-2 requirements for section. | No requirements for this section presented. |
| **Legal & Ethical Considerations and Intervention Challenges**(40 points/17.4%) | **40 points** | **36 points** | **31 points** | **12 points** | **0 points** |
| **Required criteria**1. Identify at least one (1) ethical and one (1) legal implication for addressing the priority concept (topic) in professional practice.
2. Discuss at least one (1) strategy in prevention of an ethical dilemma related to the priority concept (topic) in professional practice.
3. Discuss at least one (1) strategy in prevention of legal consequences related to the priority concept (topic) in professional practice.
4. Identify one (1) anticipated challenge to the success of preventing the priority concept (topic) in professional practice.
5. Identify one (1) anticipated challenge to the success of resolving the priority concept (topic) in professional practice.
 | Includes all 5 requirements for section. | Includes no fewer than 4 requirements for section. | Includes no fewer than 3 requirements for section. | Includes no fewer than 1-2 requirements for section. | No requirements for this section presented. |
| **Participants and Interdisciplinary Approach** (20 points/8.7%) | **20 points** | **18 points** | **16 points** | **8 points** | **0 points** |
| **Required criteria**1. Identify all the parties who will be involved in the implementation of the priority concept (topic) interventions.
2. Discuss the role of each member in the intervention implementation for the priority concept (topic).
3. Identify a minimum of two (2) members of a discipline outside of nursing.
4. Discuss the benefit of including the identified interdisciplinary member from disciplines outside nursing to promote evidence-based professional practice.
 | Includes all 4 requirements for section. | Includes no fewer than 3 requirements for section. | Includes no fewer than 2 requirements for section. | Includes no fewer than 1 requirement for section. | No requirements for this section presented. |
| **Quality Improvement** (20 points/8.7%) | **20 points** | **18 points** | **16 points** | **8 points** | **0 points** |
| **Requiredcriteria**1. Provide at least one (1) benefit in patient outcomes from addressing the priority concept (topic) within the clinical environment.
2. Provide at least one (1) benefit to the nursing profession that will result from addressing this priority concept (topic) in clinical professional practice.
3. Discuss at least one (1) resource utilized to promote improved patient outcomes in the clinical environment.
4. Discuss at least one (1) resource utilized to increase professional nurse knowledge promoting improved clinical professional practice.
 | Includes all 4 requirements for section. | Includes no fewer than 3 requirements for section. | Includes no fewer than 2 requirements for section. | Includes no fewer than 1 requirement for section. | No requirements for this section presented. |
| **Conclusion** (20 points/8.7%) | **20 points** | **16 points** | **8 points** | **0 points** |
| **Required criteria**1. Provide a thorough recap of the purpose to promote increased evidence-based professional practice knowledge related to the priority concept (topic) deficiency.
2. Summarize resources identified to support improved evidence-based professional practice related to the priority concept (topic).
3. Include a complete statement describing why addressing the priority concept (topic) matters for patient outcomes and evidence-based professional practice.
 | Includes all 3 requirements for section. | Includes no fewer than 2 requirements for section. | Includes no fewer than 1 requirement for section. | No requirements for this section presented. |
| **APA Format, Grammar, and Punctuation**(20 points/8.7%) | **20 points** | **18 points** | **16 points** | **8 points** | **0 points** |
| **Required criteria**1. References are submitted with paper.
2. Uses current APA format and is free of errors.
3. Grammar and mechanics are free of errors.
4. At least three (3) scholarly, peer reviewed, primary sources from the last 5 years, excluding the textbook, are provided. Each section should have a cited source to support information provided.
 | Includes all 4 requirements for section. | Includes no fewer than 3 requirements for section. | Includes no fewer than 2 requirements for section. | Includes no fewer than 1 requirement for section. | No requirements for this section presented. |
| **Total Points Possible = 230 points** |