

**Sistema Universitario Ana G. Méndez, Inc.
School for Professional Studies
Continental USA Campuses
Universidad del Turabo**

NURS 510

ENFE 510

Primary Care I

Cuidado Primario I

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GUÍA DE ESTUDIO

Título del Curso: Cuidado Primario I

Codificación: NURS 510

Créditos: 3 del curso y 1 de laboratorio

Duración: 32 horas contacto por término (didáctico)/ y alrededor de 19 horas contacto por semana por ocho semanas para completar un total de 150 hrs. clínicas.

Prerrequisitos: NURS 504, 505, 506, 507, 508

Descripción: Este es el primero de una serie de tres cursos enfocados en las guías de cuidado primario basadas en evidencia. Provee conocimiento en práctica avanzada de protocolos estandarizados a través de discusiones en conferencias y experiencia clínica. Énfasis en el bienestar, prevención de enfermedades y tratamiento de enfermedades agudas y crónicas a través del ciclo de vida. Se construye sobre los cursos medulares de práctica avanzada en Patofisiología Avanzada, Farmacología Avanzada, e Historial y Examen Físico Avanzado. Integración de teorías de prácticas colaborativas, competencias culturales y aspectos ético-legales. Cubre: (a) mantenimiento de la salud, (b) desórdenes de la piel. (c) infecciones de cabeza, ojos, oídos, nariz y garganta (HEENT), (d) síntomas generales, (e) problemas de comportamiento y salud mental.

IMPORTANTE:

LAS DOS ACTIVIDADES DEL PROYECTO NURS 510 DEL APENDICE E NO PUEDEN SER ALTERADAS. AMBAS ACTIVIDADES DEBEN SER COMPLETADAS DE FORMA INDIVIDUAL POR CADA ESTUDIANTE.

Nota Importante: La calificación mínima requerida para este curso es **B**.

Objetivos de Contenido Generales:

Al finalizar el curso el alumno será capaz de:

1. Obtener un diagnóstico diferencial apropiado en relación con el mantenimiento de la salud; síntomas generales; problemas de conducta y salud mental; enfermedades infecciosas; enfermedades de la cabeza, ojos, oídos, nariz y garganta (HEENT); problemas de la piel; y problemas dermatológicos en niños y adultos luego de evaluar información obtenida a través del examen físico e historial.
2. Proporcionar planes de tratamiento basados en evidencia para personas en diferentes ciclos de vida de acuerdo a guías estandarizadas para el mantenimiento de la salud, síntomas generales, problemas de conducta y la salud mental, enfermedades infecciosas, problemas de la piel, problemas de la cabeza ojos, oídos, nariz y garganta (HEENT) y problemas dermatológicos.
3. Incorporar principios avanzados de fisiopatología, farmacología y examen físico, evaluación de las etapas de vida relacionadas con el mantenimiento de la salud, síntomas generales, problemas de comportamiento, salud mental, enfermedades infecciosas, problemas de piel y problemas dermatológicos.
4. Integrar las teorías de la práctica colaborativa e interprofesional, como también de competencia cultural y principios ético-legales.
5. Proporcionar atención primaria de salud integral a los clientes en las poblaciones de alto riesgo y de diversas culturas.
6. Utilizar la intervención terapéutica para mantener la seguridad, el costo, la adherencia y la eficacia en relación con el mantenimiento de la salud, los síntomas generales, problemas de conducta, la salud mental, las enfermedades infecciosas, integridad de la piel y problemas dermatológicos.

7. Mantener la confidencialidad durante la comunicación de datos, planes y resultados de laboratorio/pruebas de manera que se preserve la dignidad del cliente.
8. Demostrar habilidades de comunicación verbal y escrita.

Objetivos de Lenguaje Generales

1. **Escuchar:** Los estudiantes participarán en discusiones dirigidas por el facilitador y escucharán las presentaciones de sus compañeros.
2. **Hablar:** Haciendo uso del vocabulario científico apropiado cada estudiante participará y hará presentaciones orales en clase de acuerdo al material asignado.
3. **Leer:** Los estudiantes leerán e interpretarán la literatura científica de los tópicos asignados.
4. **Escribir:** Haciendo la aplicación correcta de la terminología aprendida a través de diferentes estrategias y utilizando los criterios incluidos en la rúbrica del curso, los estudiantes podrán redactar sus contestaciones a preguntas específicas según asignadas y resúmenes de artículos.

Requisitos del Laboratorio de Lenguaje o Laboratorio Electrónico: (*Tell Me More, Net Tutor, Wimba Voice, Biblioteca Virtual y Voice E-mail.*)

- **Requisitos Mínimos de Laboratorio de Lenguaje:** Los estudiantes deben demostrar que ellos han cumplido con las horas de uso en el laboratorio de lenguaje (inglés y español) por curso. El facilitador podría requerir más horas de práctica basado en las necesidades para las destrezas auditivas, orales, de lectura y escritura en cualquiera de los lenguajes mencionados. **El total de horas de práctica el laboratorio de lenguaje o e-lab deben de estar integradas en la sección de actividades del módulo.**

Descripción del Proceso de Evaluación: Debe de integrar el uso del laboratorio de lenguaje o laboratorio de lenguaje electrónico en las rúbricas de evaluación. Las rúbricas del lenguaje para escuchar, hablar, leer, y escribir se integran en el avalúo de los estudiantes. Ver **Apéndice A** para las rúbricas a usarse. Para evaluar trabajos escritos en los dos idiomas, el facilitador deberá usar el “Writing Process: Six Writing Traits Rubrics” que aparecen en el Apéndice **B**. “Portfolio

Performance Assessment” tiene que ser uno de los instrumentos para evaluar el progreso lingüístico y académico de los estudiantes. Debido a la naturaleza del modelo bilingüe instruccional, el facilitador tiene que documentar que el estudiante esté progresando hacia la meta de dominar dos idiomas académicamente. El portfolio tiene que cumplir con los estándares establecidos. El facilitador del curso le proveerá el estudiante el MANUAL DE PORTAFOLIOS.

Escala:

100-90 A 89-80 B 79-70 C 69-60 D 59-00 F

Descripción de la evaluación:

Nota importante: La calificación mínima requerida para este curso es **B**.

1. **E-Lab, participación, asistencia y puntualidad** componen **10 %** de la calificación final. La asistencia y participación en cada uno de los talleres es de carácter obligatorio. Es responsabilidad del estudiante participar constructiva y activamente en cada uno de los talleres. El facilitador llevará un registro de asistencia en cada taller hasta finalizar el curso. La puntualidad es inherente a la ética profesional y, por lo tanto, el facilitador llevará un registro para documentar la puntualidad de cada estudiante en cada taller hasta finalizar el curso. Los estudiantes obtendrán cincuenta (50) puntos al demostrar, mediante documento aprobado por el Centro de Recursos del Aprendizaje o el Representante del Laboratorio de Lenguaje, que ellos han cumplido con las horas de uso en el Laboratorio de Idiomas (inglés y español) por curso. Los estudiantes deben incluir actividades y pruebas del programa **Tell Me More**, como parte de las horas requeridas del Laboratorio de Idiomas/E-Lab.
2. Componente clínico compone **40 %** de la calificación final. El componente clínico es calificado mediante la suma de la nota semanal de documentación, usando el modelo que contiene los siguientes componentes:

- a. subjetivo, objetivo, *assessment* y plan (SOAP, por sus siglas en inglés),
- b. la evaluación del preceptor clínico, y
- c. estudios de casos asignados.

A cada estudiante se le facilita el Manual de estudiantes, el cual contiene todos los detalles sobre los requisitos del MSN-FNP, incluyendo las competencias clínicas.

3. Exámenes componen 25 % de la calificación final.
4. Proyecto NURS 510 - ambas actividades del proyecto componen 15 % de la calificación final.
5. **Portafolio del curso** compone 10 % de la calificación final. Cada estudiante deberá preparar un portafolio en formato digital. Previo al comienzo del curso, el facilitador colocará en *Blackboard* una copia de la última edición oficial del *Digital Performance Portfolio Assessment Handbook*. Durante el Taller Uno, el facilitador discutirá en detalle el proceso y las expectativas del uso del portafolio digital para demostrar el progreso académico y lingüístico, de manera que los estudiantes puedan alcanzar la meta de convertirse en profesionales bilingües.

Requisitos de APA (versión 6) para citar los Textos a Usarse en el Módulo

Para los Textos Recomendados y Recursos utilice el estilo APA, (6^a. Ed.). Incluya al menos un libro electrónico de la Biblioteca Virtual <http://bibliotecavirtualut.suagm.edu/>

La fecha de publicación de un libro no deberá ser mayor de 5 años según lo exige la Comisión de Educación Independiente de la Florida.

Libro(s)

Dunphy, L., Winland Brown, J., Porter, B. & Thomas, D. (2011). *Primary Care: Art and Science of Advanced Practice Nursing*. (3rd ed.) F.A. Davis Company. ISBN: 0803622554

Buttaro, TM., Trybulski, JA., Bailey, PP. & Sandberg-Cook, J. (2012). Primary Care: A Collaborative Practice. (4th ed.) Mosby. ISBN: 0323075010

Libro Electrónico

Cash, J.C. & Glass, C.A. (2010). Family practice guidelines. (2nd ed.) Springer Publishing Company.

Descripción de las Normas del Curso

1. Este curso sigue el modelo “Discipline-Based Dual Language Immersion Model®” del Sistema Universitario Ana G. Méndez, Inc. el cual está diseñado para promover el desarrollo de cada estudiante como un profesional bilingüe. Cada taller será facilitado en inglés y español, utilizando el modelo 50/50. Esto significa que cada taller deberá ser conducido enteramente en el lenguaje especificado. Los lenguajes serán alternados en cada taller para asegurar que el curso se ofrezca 50% en inglés y 50% en español. Para mantener un balance, el módulo debe especificar que se utilizarán ambos idiomas en el quinto taller, dividiendo el tiempo y las actividades equitativamente entre ambos idiomas. **Las primeras dos horas son estrictamente en español y las últimas dos en inglés.** Los cursos de idiomas deben ser desarrollados en el idioma correspondiente, en inglés o en español, según aplique.
2. El curso es conducido en **formato acelerado y bilingüe**, esto requiere que los estudiantes sean sumamente organizados, enfocados y que se preparen antes de cada taller de acuerdo al módulo. El estudiante debe hacer todo esfuerzo para desarrollar las destrezas en los dos idiomas usando los recursos de lenguaje disponibles dentro y fuera de la institución. El convertirse en un profesional bilingüe es un proceso complejo y exigente. Cada taller

requiere un promedio de diez (10) horas de preparación y en ocasiones requiere más para poder tener éxito lingüístico y académico.

3. La asistencia a todos los talleres es obligatoria. El estudiante que se ausente al taller deberá presentar una excusa razonable al facilitador. El facilitador evaluará si la ausencia es justificada y decidirá como el estudiante repondrá el trabajo perdido, de ser necesario. El facilitador puede elegir una de estas dos alternativas: (a) permitirle al estudiante reponer el trabajo o (b) asignarle trabajo adicional además del trabajo que el estudiante tenga que reponer.

Toda tarea a ser completada antes del taller deberá ser entregada en la fecha asignada. El facilitador ajustará la nota de las tareas repuestas.

4. La asistencia y participación en actividades de la clase y en presentaciones orales es extremadamente importante pues éstas no se pueden reponer. Si el estudiante provee una excusa válida y verificable, el facilitador determinará una actividad equivalente a evaluar que sustituya la misma. Esta actividad deberá incluir el mismo contenido y componentes del lenguaje como la presentación oral o actividad que requiera repuesta.
5. En actividades grupales, el grupo será evaluado por su trabajo final. Sin embargo, cada miembro de grupo deberá participar y cooperar para lograr un trabajo de excelencia. Los estudiantes también recibirán una calificación individual.
6. Se espera que todo trabajo escrito sea de la autoría de cada estudiante y no plagiado. Se requiere que todo trabajo sometido al facilitador cumpla con las reglas para citar apropiadamente o que esté parafraseado y citado dando crédito al autor. Todo estudiante debe ser el autor de su propio trabajo. Todo trabajo que sea plagiado, copiado o presente trazos del trabajo de otro estudiante o autor será calificado con cero. El servicio de

SafeAssign™ de Blackboard será utilizado por los facilitadores para verificar la autoría de los trabajos escritos de los estudiantes. Es responsabilidad del estudiante de leer la política de plagio de su universidad. Si usted es estudiante de UT, deberá leer la Sección 11.1 del Manual del Estudiante. Si es estudiante de UMET y UT, refiérase al Capítulo 13, secciones 36 y 36.1 de los respectivos manuales.

Se espera un comportamiento ético en todas las actividades del curso. Esto implica que TODOS los trabajos tienen que ser originales y que para toda referencia utilizada deberá indicarse la fuente, bien sea mediante citas o bibliografía utilizando el estilo APA, versión 6. No se tolerará el plagio y, en caso de que se detecte casos del mismo, el estudiante se expone a recibir cero en el trabajo y a ser referido al Comité de Disciplina de la institución. Los estudiantes deben observar aquellas prácticas dirigidas para evitar incurrir en el plagio de documentos y trabajos pues va en contra de la ética profesional.

7. Para el facilitador poder hacer cambios a las actividades del módulo o guía de estudio, deberá ser aprobado por el Director de Facultad y Currículo antes de la primera clase. Es requisito que el facilitador discuta y entregue una copia de los cambios a los estudiantes al principio del primer taller.
8. El facilitador establecerá los medios para contactar a los estudiantes proveyendo su **correo electrónico de SUAGM**, teléfonos, día y horario disponibles.
9. El uso de celulares está prohibido durante las sesiones de clase; de haber una necesidad, deberá permanecer en vibración o en silencio.
10. La visita de niños y parientes no registrados en el curso no está permitida en el salón de clases.

11. Todo estudiante está sujeto a las políticas y normas de conducta y comportamiento que rigen al SUAGM, al curso y a un adulto profesional.

Nota: Si por alguna razón no puede acceder las direcciones electrónicas ofrecidas en el módulo, notifique al facilitador pero no se limite a ellas. Existen otros motores de búsqueda y sitios Web que podrá utilizar para la búsqueda de la información deseada. Algunas de éstos son:

- www.google.com
- www.ask.com
- www.pregunta.com
- www.findarticles.com
- www.bibliotecavirtualut.suagm.edu
- www.eric.ed.gov/
- www.flelibrary.org/
- <http://www.apastyle.org/>

Para comprar o alquilar libros de texto o referencias nuevas o usadas puede visitar:

- <http://www.chegg.com/> (alquiler)
- <http://www.bookswim.com/> (alquiler)
- <http://www.allbookstores.com/> (compra)
- <http://www.alibris.com/> (compra)

Éstos son sólo algunas de las muchas compañías donde puede comprar o alquilar libros.

El facilitador puede realizar cambios a las direcciones electrónicas y/o añadir otras de índole profesional y que contengan las investigaciones más recientes del tópico del módulo, de ser necesario.

CUMPLIMIENTO DE LA LEY DE INVESTIGACIÓN:

Si el facilitador o el estudiante requirieran o desearan llevar a cabo una investigación o la administración de cuestionarios o entrevistas, éstos deberán referirse a las normas y procedimientos de la Oficina de Cumplimiento y solicitar su autorización. Para acceder a los formularios de la Oficina de Cumplimiento pueden visitar este enlace:

http://www.suagm.edu/ac_aa_re_ofi_formularios.asp y seleccionar los formularios que

necesite. Además de los formularios el estudiante/facilitador puede encontrar las instrucciones para la certificación de investigación en línea. Estas certificaciones incluyen: Institutional Review Board (IRB), Health Information Portability and Accountability Act (HIPAA), y Responsibility Conduct for Research Act (RCR).

Además, puede comunicarse con la directora de cumplimiento o con los coordinadores de cumplimiento:

Evelyn Rivera Sobrado, directora de cumplimiento

Tel. (787) 751-0178 ext. 7196

Carmen C. Crespo Díaz, coordinadora de cumplimiento – UMET

Tel. (787) 751-0178 ext. 6366

Josefina Melgar Gómez, coordinadora de cumplimiento – UT

Tel. (787) 743-7979 ext. 4126

Natalia Torres Berríos, coordinadora de cumplimiento – UNE

Tel. (787) 257-7373 ext. 2279

Ramón L. Nieves, coordinador de cumplimiento – SUAGM - EE. UU.

Tel. (407) 207-3363 Ext. 1889

Filosofía y Metodología Educativa

Este curso está basado en la filosofía educativa del Constructivismo. El Constructivismo es una filosofía de aprendizaje fundamentada en la premisa, de que, reflexionando a través de nuestras experiencias, podemos construir nuestro propio entendimiento sobre el mundo en el que vivimos.

Cada uno de nosotros genera sus propias “reglas” y “*modelos mentales*” que utilizamos para darle sentido a nuestras experiencias. Aprender, por lo tanto, es simplemente el proceso de ajustar nuestros modelos mentales para poder entender nuevas experiencias.

Como facilitadores, nuestro enfoque es el de mantener una conexión entre los hechos con las experiencias y fomentar un nuevo entendimiento en los estudiantes. También, intentamos adaptar nuestras estrategias de enseñanza a las respuestas de nuestros estudiantes y motivar a los mismos a analizar, interpretar, predecir información y aplicarla a la vida diaria.

PRINCIPIOS DEL CONSTRUCTIVISMO:

1. El aprendizaje es una búsqueda de significados. Por lo tanto, el aprendizaje debe comenzar con situaciones en las cuales los estudiantes estén buscando activamente construir un significado.
2. Para construir “un significado” se requiere comprender todas las partes: globales y específicas (“from whole to parts”). Ambas partes deben entenderse en el contexto del todo. Por lo tanto, el proceso de aprendizaje se enfoca en los conceptos primarios en contexto y no en hechos aislados.
3. Para enseñar bien, debemos entender los modelos mentales que los estudiantes utilizan para percibir el mundo y las presunciones que ellos hacen para apoyar dichos modelos.

4. El propósito del aprendizaje, es para un individuo, el construir su propio significado, y no sólo el de memorizar las respuestas “correctas” y repetir el significado de otra persona.

Como la educación es intrínsecamente interdisciplinaria, la única forma válida para asegurar el aprendizaje es hacer de la evaluación parte esencial de dicho proceso, asegurando que el mismo provea a los estudiantes con la información sobre la calidad de su aprendizaje.

5. La evaluación debe servir como una herramienta de auto-análisis.
6. Proveer herramientas y ambientes que ayuden a los estudiantes a interpretar las múltiples perspectivas que existen en el mundo.
7. El aprendizaje debe ser controlado internamente y analizado por el estudiante.

STUDY GUIDE

Course Title: Primary Care I

Code: NURS 510

Credits: 3 credits for the course and 1 for the lab

Time Length: 32 hours per term and approximately 19 contact hours per week (clinical practice) to complete a total of 150 hrs. per term.

Pre-requisites: NURS 504, 505, 506, 507, 508

Description: This course is the first of a three part series focusing on established primary care evidence based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Integrates theories of collaborative practice, cultural competencies, ethical and legal issues. Covers: Health Maintenance Issues, Skin Disorders, and Infection diseases, general symptoms, behavioral problems, mental health and head, ears eyes, nose and throat (HEENT).

IMPORTANT:

THE TWO ACTIVITIES OF THE NURS 510 PROJECT IN APPENDIX E CANNOT BE MODIFIED. BOTH ACTIVITIES MUST BE COMPLETED INDIVIDUALLY BY EVERY STUDENT.

Important Note: A minimum grade of **B** is required to pass this course.

General Content Objectives:

1. Obtain appropriate differential diagnosis related to health maintenance, general symptoms, behavioral problems, mental health, infectious diseases, skin integrity and dermatological problems of children and adult after evaluating knowledge gained from history, physical and diagnostic data.
2. Provide evidence based, treatment health maintenance plans for clients throughout the life span according to standardized guidelines for health maintenance, general symptoms, behavioral problems, mental health, infectious disease, skin problems and dermatological problems.
3. Incorporate principles from advanced path physiology, pharmacology and physical assessment courses throughout life span to issues related to health maintenance, general symptoms, behavioral problems, mental health, infectious disease, skin problems and dermatological problems.
4. Integrate theories of collaborative practice, cultural competencies, ethical and legal issues.
5. Provide comprehensive primary health care to clients in culturally diverse high-risk and underserved populations.
6. Utilize therapeutic intervention while maintaining attention to safety, cost, adherence and efficacy related to health maintenance, general symptoms, behavioral problems, mental health, infectious disease, skin problems and dermatological problems.
7. Maintain confidentiality while communicating data plans and results in a manner that preserves the dignity of the client.
8. Demonstrate effective verbal and written communication skills.

General Language Objectives:

1. **Listening:** Participate in discussions led by the facilitator and listen to presentations from their peers.
2. **Speaking:** Use appropriate scientific vocabulary each student will participate and present to the class.
3. **Reading:** Read literature on the topics discussed in class.
4. **Writing:** Apply the scientific terminology learned in class. Students will write down the correct answers to questions assigned and write summaries of articles and lectures.

E-Lab (Language Lab) Requirements (*Tell Me More, Net Tutor, Wimba Voice, Virtual Library, & Voice E-mail.*)

- **Language Lab Minimum Requirement:** Students must demonstrate that they have complied with the hours of language lab or e-lab usage for each language (English and Spanish) per course. The facilitator may require a higher number of hours for language lab practice based on the language needs for listening, speaking, reading, and writing skills in either or both languages. **The total amount of language lab or e-lab hours is integrated in the activities for each workshop in the module.**

Description of the Evaluation Process: Integrate the use of the language lab and e-lab to all evaluation rubrics used in the instructional module. The language rubrics for listening, speaking, reading, and writing provided in **Appendix A** are integrated to assess student performance in all courses. The *Writing Process: Six Writing Traits Rubrics* provided in **Appendix B** must be used to evaluate all writing activities in both languages in all courses. **Portfolio Performance**

Assessment must be one of the evaluation instruments used in the module and throughout the content of all workshops and appendices. This instrument must follow established guidelines.

Due to the nature of our dual language instructional model, documentation must be provided on the growth of students towards mastery of linguistic and academic skills in both languages (English and Spanish.) The course facilitator will provide the student the PORTFOLIO MANUAL.

Scale:

100-90 A 89-80 B 79-70 C 69-60 D 59-00 F

Evaluation description:

Important Note: This course requires a B as the minimum passing grade.

1. **E-Lab, participation, attendance, and punctuality** compose **10%** of the final grade. Attendance and participation in every workshop is mandatory. The student is responsible for participating constructively and actively in each of the workshops. The facilitator will keep an attendance record for each of the workshops during the duration of the course. Punctuality is inherent to professional ethics and, therefore, the facilitator will keep records to document each student's punctuality in each workshop during the duration of the course. Students will receive a total of fifty (50) points upon demonstrating that they have complied with the usage hours in the Language Lab (English and Spanish) for each course by submitting documentation approved by the Learning Resource Center or the Language Lab Representative. Students must include activities and quizzes from **Tell Me More** as part of the required hours in the Language Lab/E-Lab.
2. The **clinical component** composes **40%** of the final grade. The clinical component is graded by means of the total of the weekly grade documentation, using the model containing the following components:
 - a. SOAP, an acronym for subjective, objective, assessment and plan,

- b. clinical preceptor's evaluation, and
- c. assigned case studies.

The Student Manual, which contains all the details regarding the MSN-FNP requirements, including the clinical competencies, will be available for all students.

3. **Tests** compose **25%** of the final grade.
4. **NURS 510 Project** – both project activities compose **15%** of the final grade.
5. **Digital Course Portfolio** composes **10%** of the final grade. Each student must prepare a digital portfolio. Prior to beginning the course, the facilitator will upload a copy of the latest official edition of the *Digital Performance Portfolio Assessment Handbook* to Blackboard. During Workshop One, the facilitator will discuss in detail the process and expectations regarding the use of the digital portfolio to demonstrate linguistic and academic progress in order to achieve the goal of becoming a successful dual language professional.

Requirements for the Use of APA (Version 6) for Citations of Textbooks

For Recommended Texts and Resources, Use APA style version 6. Include at least **ONE** e-book from the Virtual Library at <http://bibliotecavirtualut.suagm.edu/>

Textbooks must have a publication date of 5 years as required by the Florida Commission of Independent Learning.

Book(s)

Dunphy, L., Winland Brown, J., Porter, B. & Thomas, D. (2011). Primary Care: Art and Science of Advance Practice Nursing. 3rd Ed. F.A. Davis Company. ISBN: 0803622554

Buttaro, TM., Trybulski, JA., Bailey, PP. & Sandberg-Cook, J. (2012). Primary Care: A Collaborative Practice. (4th ed.) Mosby. ISBN: 0323075010

E-Book (s)

Cash, J.C. & Glass, C.A. (2010). Family practice guidelines. (2nd ed.) Springer Publishing Company.

Description of Course Policies

1. This course follows the *Sistema Universitario Ana G. Méndez, Inc. Discipline-Based Dual Language Immersion Model*® designed to promote each student's development as a Dual Language Professional. Workshops will be facilitated in either English or Spanish, strictly using the 50/50 model. This means that each workshop will be conducted entirely in the language specified for the workshop. The language used in each workshop needs to be alternated to insure that 50% of the course is conducted in English and 50% in Spanish. To maintain this balance, the course module will indicate that both languages **must** be used during the fifth workshop, dividing the workshop activities between the two languages. **The first two hours will be in Spanish and the last two hours in English.** The 50/50 model does not apply to language courses where the delivery of instruction must be conducted in the language taught (Spanish or English only).
2. The course is conducted in an accelerated and dual language format. This requires that students prepare in advance for each workshop according to the course module. Students must be structured, organized, committed, and focused to ensure linguistic and academic success. In order to achieve proficiency expectations in English and in Spanish, the student must strive to take advantage of all language resources in the university and in their community since becoming a dual language professional is a complex and challenging task. Each workshop requires an average of ten hours of preparation, but could require more.
3. Attendance to all class sessions is mandatory. A student who is absent to a workshop must present a reasonable excuse to the facilitator who in turn will evaluate the reason for the absence. If it is justified, the facilitator will decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up

the work, or allow the student to make up the work and assign extra work to compensate for the missing class time.

Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and/or make-up work.

4. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.
5. In cooperative learning activities, the group will be assessed for their final work as a group. However, each member will have to collaborate to assure the success of the group. Students will also receive an individual grade for their work.
6. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own. **SafeAssign™, a Blackboard plagiarism deterrent service, will be used by the facilitators to verify students' ownership of written assignments.** It is the student's responsibility to read the university's plagiarism policy. If you are a UT student, read Section 11.1 of the Student Manual, and if

you belong to UMET or UNE, refer to Chapter 13, Sections 36 and 36.1 of the respective manuals.

Ethical behavior is expected from the students in all course related activities. This means that ALL papers submitted by the student must be original work, and that all references used will be properly cited or mentioned in the bibliography. Plagiarism will not be tolerated and, in case of detecting an incidence, the student will obtain a zero in the assignment or activity and could be referred to the Discipline Committee.

7. In order for the Facilitator to make changes to activities and the study guide, the Faculty and Curriculum Director must approve such changes before the first day of class. The Facilitator must discuss the approved changes with students in the first class workshop. A written copy of the changes must also be provided to students at the beginning of the first workshop.
8. The facilitator will establish a means of contacting students by providing the SUAGM e-mail address, phone number, hours to be contacted, and days available.
9. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.
10. Children or family members that are not registered in the course are not allowed to the classrooms.
11. All students are subject to the policies regarding behavior at the university community established by the institution, and in this course.

Note: If for any reason you cannot access the URL's presented in the module, notify the facilitator immediately but do not stop your investigation. There are many search engines and other links you can use to search for information. These are some examples:

- www.google.com

- www.ask.com
- www.pregunta.com
- www.findarticles.com
- www.bibliotecavirtualut.suagm.edu
- www.eric.ed.gov/
- www.flelibrary.org/
- <http://www.apastyle.org/>

To buy or rent new or used textbooks or references you can visit:

- <http://www.chegg.com/> (rent)
- <http://www.bookswim.com/> (rent)
- <http://www.allbookstores.com/> (buy)
- <http://www.alibris.com/> (buy)

The facilitator may make changes or add additional challenging, research-based, and professional educational Web Resources, if deemed necessary to reflect current trends in the course topics.

RESEARCH LAW COMPLIANCE REQUIREMENT:

If the facilitator or the student is required, or wants to perform a research, or needs to administer a questionnaire or an interview individuals, he/she must comply with the norms and procedures of the Institutional Review Board Office (IRB) and ask for authorization.

To access the forms from the IRB Office or for additional information, visit the following link: http://www.suagm.edu/ac_aa_re_ofi_formularios.asp and select the forms needed.

Furthermore, in this Web site the student/facilitator will find instructions for several online certifications related to IRB processes. These certifications include: IRB Institutional

Review Board, Health Information Portability and Accountability Act (HIPAA), and the Responsibility Conduct for Research Act (RCR).

In addition, you may contact the IRB compliance director or coordinators:

Evelyn Rivera Sobrado, IRB Compliance Director
Tel. (787) 751-0178 ext. 7196

Carmen C. Crespo Díaz, IRB Coordinator– UMET
Tel. (787) 751-0178 ext. 6366

Josefina Melgar Gómez, IRB Coordinator – UT
Tel. (787) 743-7979 ext. 4126

Natalia Torres Berríos, IRB Coordinator - UNE
Tel. (787) 257-7373 ext. 2279

Ramón L. Nieves, IRB Coordinator – SUAGM - USA
Tel. (407) 207-3363 Ext. 1889

Teaching Philosophy and Methodology

The activities for the course reflect the educational philosophy of Constructivism.

Constructivism is an educational philosophy founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live.

Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences.

One of the main goals facilitators have is assisting students in making connections between their prior knowledge of facts, and fostering new understanding that is relevant to real life experiences. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret, and predict information.

CONSTRUCTIVISM GUIDING PRINCIPLES:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
2. Meaning requires understanding “wholes” as well as “parts”. The “parts” must be understood in the context of “wholes”. Therefore, the learning process focuses on primary concepts, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world, and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make *assessment* part of the learning process, thus ensuring that it provides students with information on the quality of their learning.
5. Evaluation should serve as a self-analysis tool.
6. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

TALLER UNO

Objetivos específicos de contenido:

Al finalizar este taller, el estudiante será capaz de:

1. Comparar y contrastar con ejemplos los diferentes niveles de prevención primaria, secundaria, y terciaria.
2. Demostrar conocimiento sobre la programación de inmunizaciones de acuerdo a diferentes etapas de crecimiento y desarrollo.
3. Demostrar destrezas avanzadas para la detección de cáncer.

Objetivos específicos de lenguaje:

Al finalizar este taller, el estudiante será capaz de:

1. **Escuchar:** Analizar y aplicar los conceptos presentados por el facilitador y discutidos con los compañeros de clase.
2. **Hablar:** Explicar y demostrar conocimiento sobre la programación de inmunizaciones en diferentes etapas de crecimiento y desarrollo.
3. **Leer:** Explicar e interpretar las lecturas y artículos asignados acerca de prevención primaria, secundaria, y terciaria.
4. **Escribir:** Realizar una serie de tareas escritas en Español sobre detección temprana de cáncer usando correctamente las reglas de ortografía, puntuación y sintaxis.

Enlaces electrónicos:

Biblioteca Virtual

<http://bibliotecavirtualut.suagm.edu/>

APA

http://www.suagm.edu/umet/biblioteca/pdf/guia_apa_6ta.pdf

Tema: Inmunizacion

<http://www.nlm.nih.gov/medlineplus/spanish/immunization.html>

<http://familydoctor.org/familydoctor/es/kids/vaccines/childhood-vaccines-what-they-are-and-why-your-child-needs-them.printerview.all.html>

<http://www.cdc.gov/spanish/inmunizacion/index.html>

Tema: Cuidado primario, secundario, y terciario

http://www.suagm.edu/umet/biblioteca/Reserva_Profesores/maritza_acevedo_nurs_230_101/sistemas_de_cuidado_de_salud/Acev_M_Nurs-230_sistemas_cuidado.pdf

Asignaciones antes del taller:

1. Los estudiantes revisarán el capítulo sobre cuidado primario en su libro de texto.
2. Los estudiantes usarán la biblioteca virtual para identificar un artículo sobre la inmunización para discutir en clase.
3. Los estudiantes completarán las dos primeras columnas de KWL.

Vocabulario clave de la lección:

1. Prevención primaria
2. Prevención secundaria
3. Prevención terciaria
4. Transmisión de enfermedades
5. Inmunoglobulina
6. Inmunizaciones
7. Promoción de la salud
8. Detección de cáncer

Lista de materiales suplementarios para el taller:

1. Libro de texto
2. Papel
3. Marcadores de colores
4. Manual del Preceptor

Componentes de SIOP (Sheltered-Instruction Observation Protocol): Coloque una marca de cotejo (✓) en la () en todas las estrategias por componente que se usarán en el taller.

A. Preparación

- Adaptación de Contenido
- Enlaces al Conocimiento Previo
- Enlaces al Aprendizaje Previo
- Estrategias Incorporadas

Estrategias de CALLA

(Cognitive Academic Language Learning Approach)

- Cognoscitivo
- Meta-cognoscitivo
- Socio/Afectivo

B. Andamiaje

- Modelaje
- Práctica Dirigida
- Práctica Independiente
- Instrucción Comprensible

C. Opciones para Agrupamiento

- Grupo Completo
- Grupos Pequeños
- Pares
- Trabajo Independiente

D. Integración del Proceso

- Escuchar
- Hablar
- Leer
- Escribir

E. Aplicación

- Actividades Dinámicas de Aplicación
- Significativas y Relevantes
- Rigurosas
- Alineadas a los Objetivos
- Promueven Participación

Actividades integradas: Deberán estar alineadas a los objetivos de contenido y lenguaje del taller.

1. El facilitador ofrecerá la bienvenida a los estudiantes y hará una introducción del curso durante el seminario.
2. El facilitador entregará el Manual del Portafolio Digital y aclarará dudas sobre el mismo.
3. El facilitador discutirá el Manual del Preceptor. Este manual contiene las normas y reglamentos que los estudiantes deben seguir durante la experiencia de práctica clínica. Además, este manual contiene el registro de horas clínicas, rúbrica para notas SOAP semanales, registros de pacientes y contratos con el preceptor. Los estudiantes deberán completar en 8 semanas un total de 150 horas clínicas para aprobar la práctica clínica en adición a la demás documentación escrita que deberán presentar evidenciando las experiencias clínicas y el logro de los objetivos del curso. Los preceptores serán asignados por el facilitador y los estudiantes serán rotados por diferentes escenarios.
4. El facilitador describirá las diferencias entre prevención primaria, secundaria, y terciaria. Los estudiantes aportarán discutiendo ejemplos específicos para cada nivel de prevención y los anotarán en un cartelón.
5. Los estudiantes se reunirán en parejas. Cada pareja tendrá un estudio de caso sobre detección de cáncer. Cada grupo contestará las preguntas y al finalizar se reunirán como grupo grande. Cada grupo pequeño presentará un resumen oral a la clase.
6. Cada estudiante presentará a la clase un breve resumen del artículo sobre inmunización que lograron identificar y leer en preparación para este taller.

7. El facilitador discutirá los diferentes componentes del examen físico de manera generalizada como introducción para el resto de los talleres.
8. Los estudiantes completarán la última columna del diagrama KWL.
9. El facilitador tendrá una discusión de los objetivos del curso antes de terminar la clase.
10. El facilitador repasará las instrucciones de ambas actividades del Proyecto de NURS 510, en el Apéndice E

Evaluación:

1. **Individual:** Apéndice A se va utilizar para evaluar la participación individual de cada actividad.
2. **Grupo:** Apéndice A se va utilizar para evaluar la participación individual de cada actividad.
3. **Escrito:** Apéndice B, Anexo C, Apéndice D se utilizará para evaluar los portafolios.
4. **Oral:** Apéndice A se utiliza para evaluar a los alumnos de forma individual la evaluación de sus conocimientos lingüísticos al proporcionar retroalimentación a los demás en el grupo y en diferentes actividades incluidas en este taller.

Cierre del taller:

1. **Individual:** Los estudiantes completarán auto-reflexión (Apéndice I) y lo entregarán al facilitador.
2. **Grupal:** Se dará al grupo unas preguntas para contestar para saber qué se aprendió en la clase.

WORKSHOP TWO

Specific Content Objectives:

1. Demonstrate knowledge on the identification of different skin problems.
2. Describe and discuss the pathophysiology and the clinical manifestations of common skin problems.
3. Select and analyze an appropriate management plan for selected common skin problems.
4. Demonstrate during clinical practice the appropriate assessment skills for identification of common skin problems.

Specific Language Objectives:

1. **Listening:** Students will listen carefully to the facilitator and fellow classmates on their discussion of skin problems, which occur throughout the life span.
2. **Speaking:** Students will actively participate in the discussion about the pathophysiology of different skins problems, clinical signs and symptoms, and management of specific diseases.
3. **Reading:** Students will complete the assigned readings about common skin problems.
4. **Writing:** Students will prepare a written report about skin problems.

Electronic Links (URLs):

Biblioteca Virtual

<http://bibliotecavirtualut.suagm.edu/>

TOPIC: Common adult skin problems (Slide show)

<http://www.webmd.com/skin-problems-and-treatments/ss/slideshow-common-adult-skin-problems>

TOPIC: Common skin problems

<http://www.webmd.com/skin-problems-and-treatments/guide/skin-problems-treatments-symptoms-types>

TOPIC: Skin assessment

<http://www.youtube.com/watch?v=jGf8NvqoTNs>

Assignments before the Workshop:

1. Read the chapter on skin disorders in Dunphy, L., Winland Brown, J., Porter, B. & Thomas, D. (2011). Primary Care: Art and Science of Advanced Practice Nursing. 3rd Ed. F.A. Davis Company. ISBN: 0803622554. Each student will prepare a written summary and bring to class.
2. Visit the following web site and look over the slideshow as a method of reviewing the appearance of common skin problems in adults. <http://www.webmd.com/skin-problems-and-treatments/ss/slideshow-common-adult-skin-problems>
3. Review on how to conduct a skin assessment/evaluation:
<http://www.youtube.com/watch?v=jGf8NvqoTNs>
4. Prepare a written 2 pages essay (see Appendix F) on an assigned skin problem.
5. Go to Blackboard and answer the discussion board questions posted by the facilitator.

Key Core Vocabulary:

1. Alopecia
2. Pruritus
3. Rash
4. Urticaria
5. Scabies and Pediculosis
6. Candidiasis
7. Dermatophytoses
8. Impetigo
9. Folliculitis
10. Cellulitis
11. Macula
12. Papula
13. Wheal
14. Burrows
15. Lichenification
16. Crust

List of Supplementary Materials for the Workshop:

1. Markers
2. Paper
3. Textbook

SIOP Components - Place a checkmark (✓) on the (___) for **ALL** strategies that will be used in the workshop.

<p>A. Preparation</p> <p><input checked="" type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Strategies Incorporated</p> <p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <p><input checked="" type="checkbox"/> Cognitive</p> <p><input checked="" type="checkbox"/> Meta-cognitive</p> <p><input checked="" type="checkbox"/> Social/Affective</p> <p>C. Grouping Options</p> <p><input checked="" type="checkbox"/> Whole Class</p> <p><input checked="" type="checkbox"/> Small Groups</p> <p><input checked="" type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent Work</p>	<p>B. Scaffolding</p> <p><input type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Comprehensible Input</p> <p>D. Integration of Processes</p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input checked="" type="checkbox"/> Writing</p> <p>E. Application</p> <p><input checked="" type="checkbox"/> Hands-on</p> <p><input checked="" type="checkbox"/> Meaningful/Relevant</p> <p><input type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Link to Objectives</p> <p><input checked="" type="checkbox"/> Promote Engagement</p>
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Integrated Activities of Content and Language to achieve Content and Language Objectives:

1. Students will answer a written quiz on primary lesions.
2. Students will be divided into groups. Each group will discuss the quiz.

3. The facilitator will discuss the following topics: alopecia, pruritus, rash, urticaria, scabies and pediculosis.
4. After the discussion the facilitator will ask questions to the students verbally as a method of evaluating students understanding of the material.
5. The students will be divided into groups. Each group will be given one of the following skin conditions: candidiasis, dermatophytoses, impetigo, folliculitis, and cellulitis. Each group will develop a concept map on the development, assessment and treatment plan for the assigned skin condition. Each group will present the concept map to the class.
6. The facilitator will present each small group with skin disorders questions (similar to the ones included on the National FNP Certification Exam) for discussion.
7. Each group will analyze and answer the questions assigned.
8. The facilitator will answer any questions, which the students may have.
9. The students will discuss exchange their essays and will discuss them.
10. Students will discuss their experience with the discussion board tool.

Assessment:

1. **Individual:** Appendix A and B will be used to evaluate the participation in each activity.
2. **Group:** Appendix A and B will be used to evaluate the participation in each group activity.
3. **Written:** Complete the self-reflection (Appendix I).
4. **Oral:** Appendix A will be used to evaluate oral presentations.

Lesson Wrap-Up:

1. **Individual:** Students will complete the KWL.
2. **Group:** Students will discuss the skin disorders questions (similar to the ones included on the National FNP Certification Exam) in the large group as a method of evaluation.

TALLER TRES

Objetivos específicos de contenido:

Al finalizar este taller, el estudiante será capaz de:

1. Demostrar destrezas en la identificación de los siguientes desórdenes de la piel: verrugas, Herpes Simplex, acne, dermatitis, psoriasis y cáncer de piel.
2. Identificar la fisiopatología y las manifestaciones clínicas de cada problema de la piel discutido en clase.
3. Seleccionar el plan de tratamiento adecuado para los desórdenes de la piel discutidos en clase.

Objetivos específicos de lenguaje:

Al finalizar este taller, el estudiante será capaz de:

1. **Escuchar:** El estudiante escuchará al facilitador y sus compañeros de clase en la discusión de los problemas de la piel seleccionados.
2. **Hablar:** El estudiante participará en el debate sobre problemas de la piel, incluyendo su fisiopatología, signos y síntomas clínicos y el manejo de la enfermedad.
3. **Leer:** El estudiante leerá sobre los problemas de la piel seleccionados para este taller.
4. **Escribir:** El estudiante escribirá un informe escrito sobre los problemas de la piel seleccionados para este taller.

Enlaces electrónicos:

Biblioteca Virtual

<http://bibliotecavirtualut.suagm.edu/>

APA

http://www.suagm.edu/umet/biblioteca/pdf/guia_apa_6ta.pdf

Tema: Problemas de piel

<http://www.nlm.nih.gov/medlineplus/spanish/skinconditions.htm>

Tema: Dermatitis

<http://www.mayoclinic.com/health/dermatitis-eczema/DS00339>

<http://www.webmd.com/skin-problems-and-treatments/guide/understanding-dermatitis-basics>

Tema: Psoriasis

http://www.niams.nih.gov/Portal_En_Espanol/Informacion_de_Salud/Psoriasis/

<http://www.nlm.nih.gov/medlineplus/psoriasis.html>

Asignaciones antes del taller:

1. Repasar sobre cómo llevar a cabo un examen físico de la piel.
2. Leer el capítulo sobre problemas de piel seleccionados para este taller del libro de texto.
Traer a clase un resumen de las lecturas realizadas.
3. Escribir un informe para entregar sobre un problema de la piel asignado.
4. Completar las dos primeras columnas de KWL.
5. Vaya a Blackboard y conteste las presuntas colocadas por el facilitador.

Vocabulario clave de la lección:

1. Verrugas
2. Herpes Simplex
3. El acné vulgar
4. Dermatitis Atópica
5. Dermatitis de contacto
6. Dermatitis seborreica
7. Psoriasis
8. Queratosis seborreica
9. Melonoma maligno
10. Melonoma no malignas

Lista de materiales suplementarios para el taller:

1. Fichas
2. Marcadores
3. Cartulina

Componentes de SIOP (Sheltered-Instruction Observation Protocol): Coloque una marca de cotejo (✓) en la () en todas las estrategias por componente que se usarán en el taller.

A. Preparación

- Adaptación de Contenido
- Enlaces al Conocimiento Previo
- Enlaces al Aprendizaje Previo
- Estrategias Incorporadas

Estrategias de CALLA

(Cognitive Academic Language Learning Approach)

- Cognoscitivo
- Meta-cognoscitivo
- Socio/Afectivo

B. Andamiaje

- Modelaje
- Práctica Dirigida
- Práctica Independiente
- Instrucción Comprensible

C. Opciones para Agrupamiento

- Grupo Completo
- Grupos Pequeños
- Pares
- Trabajo Independiente

D. Integración del Proceso

- Escuchar
- Hablar
- Leer
- Escribir

E. Aplicación

- Actividades Dinámicas de Aplicación
- Significativas y Relevantes
- Rigurosas
- Alineadas a los Objetivos
- Promueven Participación

Actividades integradas:

1. El facilitador iniciará la clase con una prueba corta sobre los problemas comunes de la piel seleccionados para este taller.
2. Los estudiantes serán divididos en pequeños grupos. Cada grupo analizará las preguntas de la prueba.
3. Los estudiantes volverán a juntarse como grupo completo. El facilitador entregará tarjetas a los estudiantes. Cada tarjeta dirá una de las palabras siguientes: factores de riesgo, fisiopatología, signos y síntomas, tratamiento. El facilitador discutirá un tema. Los estudiantes indicarán en qué categoría esta información se encuentra elevando la tarjeta correcta.
4. Los estudiantes se dividirán de nuevo en grupos pequeños. A cada grupo se le dará uno de los siguientes temas: verrugas, herpes simple, dermatitis atópica, psoriasis y cáncer de piel. Cada grupo elaborará un mapa conceptual sobre los signos y síntomas, estimado de la piel, identificación del desorden y plan de tratamiento. Cada grupo presentará su mapa conceptual a la clase.
5. El facilitador presentará a cada grupo con preguntas para discusión.
6. Cada grupo presentará su respuesta a cada pregunta en la clase en pleno.
7. Los estudiantes completarán la última columna del diagrama KWL.
8. El facilitador tendrá una discusión de los objetivos del taller antes de terminar la clase.

Evaluación:

- 1. Individual:** Apéndice A se va utilizar para evaluar la participación individual de cada actividad.
- 2. Grupo:** Apéndice A se va utilizar para evaluar la participación individual en cada actividad de grupo.
- 3. Escrito:** Complete el auto reflexión (Apéndice I) y entregue al facilitador.

4. Oral: Apéndice A se utilizará para evaluar a los estudiantes de forma individual: evaluación de sus conocimientos lingüísticos al proporcionar retroalimentación a los demás en el grupo y en diferentes actividades incluidas en este taller.

Cierre del taller:

1. Individual: Los estudiantes completarán el diagrama KWL y lo entregarán al facilitador.

2. Grupal: Se dará al grupo unas preguntas para contestar para saber qué se aprendió en la clase.

WORKSHOP FOUR

Specific Content Objectives:

1. Demonstrate knowledge on the identification of common problems of head, ear, eyes, nose, and throat (HEENT).
2. Identify pathophysiology and clinical manifestations for each common HEENT problem.
3. Select and analyze the correct management plan for each common HEENT problem.
4. Demonstrate in clinical practice the appropriate assessment skills for identifying common HEENT problems.

Specific Language Objectives:

1. **Listening:** The student will listen to the facilitator and fellow classmates on their discussion of HEENT problems, which occur throughout the life span.
2. **Speaking:** The student will participate in the discussion on HEENT problems pathophysiology, clinical signs and symptoms, and management of the disease.
3. **Reading:** The student will complete the assigned readings about HEENT problems.
4. **Writing:** The student will complete a written report about HEENT problems.

Electronic Links (URLs):

Biblioteca Virtual

<http://bibliotecavirtualut.suagm.edu/>

TOPIC: Common complaints of ears, nose, and throat

<http://www.nlm.nih.gov/medlineplus/earnoseandthroat.html>

TOPIC: Eye disorder quizlet flash cards

<http://quizlet.com/19232372/nurse-practitioner-eye-disorders-flash-cards/>

TOPIC: HEENT flash cards

<http://quizlet.com/13647961/adult-nurse-practitioner-review-heent-flash-cards/>

TOPIC: Ear disorder quizlet flash cards

<http://quizlet.com/19233850/nurse-practitioner-ear-disorders-flash-cards/>

Assignments before the Workshop:

1. Read the chapter on HEENT in Dunphy, L., Winland Brown, J., Porter, B. & Thomas, D. (2011). Primary Care: Art and Science of Advanced Practice Nursing. 3rd Ed. F.A. Davis Company. ISBN: 0803622554. They will bring to the next class a summary.
2. Prepare a written report on the assigned HEENT problems.
3. Study and prepare for a written exam on skin problems.
4. Access the following links in order to review the terminology of HEENT:
<http://quizlet.com/19232372/nurse-practitioner-eye-disorders-flash-cards/>
<http://quizlet.com/13647961/adult-nurse-practitioner-review-heent-flash-cards/>
<http://quizlet.com/19233850/nurse-practitioner-ear-disorders-flash-cards/>
5. Answer the first two columns of the KWL.
6. Answer the voice board questions (Blackboard Collaborate) related to the HEENT terminology posted by the facilitator.

Key Core Vocabulary:

1. Dry eyes
2. Dysphagia
3. Excessive Snoring
4. Eye pain
5. Hoarseness
6. Impaired Hearing
7. Mouth sores
8. Tinnitus
9. Blepharitis
10. Glaucoma
11. Cataracts

List of Supplementary Materials for the Workshop:

1. Markers
2. Paper
3. Textbook

SIOP Components - Place a checkmark (✓) on the (___) for **ALL** strategies that will be used in the workshop.

<p>Preparation</p> <p><input checked="" type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Strategies Incorporated</p> <p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <p><input checked="" type="checkbox"/> Cognitive</p> <p><input checked="" type="checkbox"/> Meta-cognitive</p> <p><input checked="" type="checkbox"/> Social/Affective</p> <p>C. Grouping Options</p> <p><input checked="" type="checkbox"/> Whole Class</p> <p><input checked="" type="checkbox"/> Small Groups</p> <p><input checked="" type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent Work</p>	<p>B. Scaffolding</p> <p><input type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Comprehensible Input</p> <p>D. Integration of Processes</p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input checked="" type="checkbox"/> Writing</p> <p>E. Application</p> <p><input checked="" type="checkbox"/> Hands-on</p> <p><input checked="" type="checkbox"/> Meaningful/Relevant</p> <p><input type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Link to Objectives</p> <p><input checked="" type="checkbox"/> Promote Engagement</p>
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Integrated Activities of Content and Language to achieve Content and Language

Objectives:

1. The students will take a written exam on skin problems. The exam will present questions to be answered by selecting from multiple-choice, similar to the FNP National Certification Exam.
2. The students will be divided into small groups. Each group will be given a matching column of vocabulary words in which they will be required to answer and when done present it to the larger group.

3. The students will be divided again into small groups. Each group will be given one of the following topics: tinnitus, blepharitis, glaucoma, and cataracts. Each group will develop a concept map on the signs and symptoms, assessment and treatment plan. Each group will present the concept map to the class on the topic assigned.
4. After the discussion the facilitator will ask questions to the students as a method of evaluating students understanding of the material.
5. The facilitator will present each small group with questions (similar to the ones included on the National FNP Certification Exam) for discussion.
6. Each group will then present to the class the answer, which they arrived from each question.
7. The facilitator will answer any questions, which the students may have.
8. The facilitator will remind students that the three parts of Activity 1 in NURS 510 Project, Appendix E are due on Workshop Six. Facilitator will inform students of the steps taken to ensure the video recording of the presentations.
9. The students will answer the last column of the KWL.

Assessment:

1. **Individual:** Appendix A and B will be used to evaluate the participation in each activity.
2. **Group:** Appendix A and B will be used to evaluate the participation in each group activity.
3. **Written:** Complete your self-reflection and send it to the facilitator.
4. **Oral:** Appendix A will be used to evaluate oral presentations.

Lesson Wrap-Up:

1. **Individual:** The students will complete the KWL.
3. **Group:** The group will discuss the questions given earlier, which have the same format as the National FNP Certification Exam, as a method of evaluation.

TALLER CINCO

Objetivos específicos de contenido:

Al finalizar este taller, el estudiante será capaz de:

1. Demostrar destrezas de estimación durante la práctica clínica en la identificación de los siguientes desórdenes de la piel: otitis externa, otitis media, rinitis, epistaxis, sinusitis, faringitis y, amigdalitis.
2. Identificar la fisiopatología y las manifestaciones clínicas de cada problema de oído, nariz y garganta discutido en clase.
3. Discutir y analizar el plan de tratamiento adecuado para cada problema común de oído, nariz, y garganta seleccionado para este taller.

Objetivos específicos de lenguaje:

Al finalizar este taller, el estudiante será capaz de:

1. **Escuchar:** Analizar y aplicar los conceptos presentados por el facilitador y discutidos con los compañeros de clase.
2. **Hablar:** Participar en el debate sobre problemas de oído nariz y garganta, incluyendo su fisiopatología, los signos y síntomas clínicos y el manejo de la enfermedad.
3. **Leer:** Leer sobre los problemas de oído, nariz y garganta asignados para este taller.
4. **Escribir:** Realizar un resumen de lo leído sobre las manifestaciones clínicas de cada condición asignada para este taller.

Enlaces electrónicos:

Biblioteca Virtual

<http://bibliotecavirtualut.suagm.edu/>

APA

http://www.suagm.edu/umet/biblioteca/pdf/guia_apa_6ta.pdf

Tema: Otitis media y otitis externa

<http://www.nlm.nih.gov/medlineplus/spanish/earinfections.html>

<http://www.cdc.gov/getsmart/antibiotic-use/URI/ear-infection-sp.html>

<http://www.cdc.gov/getsmart/campaign-materials/print-materials/Factsheet-FluidMiddleEar-sp.html>

Tema: Sinusitis

<http://www.cdc.gov/getsmart/antibiotic-use/URI/sinus-infection-sp.html>

Asignaciones antes del taller:

1. Estudiar para un examen sobre el material ya discutido en talleres anteriores.
2. Reunirse con el grupo asignado y preparar presentación escrita del tema asignado para discutir en clase.
3. Los estudiantes completarán las dos primeras columnas de la KWL.
4. Conteste verbalmente las preguntas colocadas por el facilitado en el foro de discusión oral (Blackboard Collaborate – Apéndice M).

Vocabulario clave de la lección:

1. otitis externa,
2. otitis media
3. rinitis
4. epistaxis
5. sinusitis
6. faringitis
7. amigdalitis
8. otalgia
9. linfadenopatía
10. vasoconstricción
11. descongestionante oral
12. vasodilatación

Lista de materiales suplementarios para el taller:

1. Libro de texto
2. Papel
3. Marcadores de colores

Componentes de SIOP (Sheltered-Instruction Observation Protocol): Coloque una marca de cotejo (✓) en la () en todas las estrategias por componente que se usarán en el taller.

A. Preparación

- Adaptación de Contenido
- Enlaces al Conocimiento Previo
- Enlaces al Aprendizaje Previo
- Estrategias Incorporadas

Estrategias de CALLA

(Cognitive Academic Language Learning Approach)

- Cognoscitivo
- Meta-cognoscitivo
- Socio/Afectivo

B. Andamiaje

- Modelaje
- Práctica Dirigida
- Práctica Independiente
- Instrucción
Comprensible

C. Opciones para Agrupamiento

- Grupo Completo
- Grupos Pequeños
- Pares
- Trabajo Independiente

D. Integración del Proceso

- Escuchar
- Hablar
- Leer
- Escribir

E. Aplicación

- Actividades Dinámicas de Aplicación
- Significativas y Relevantes
- Rigurosas
- Alineadas a los Objetivos
- Promueven Participación

Actividades integradas:

1. El facilitador discutirá los resultados del examen.
2. Cada grupo pequeño según asignados en preparación para el taller discutirá su presentación de PowerPoint a la clase.
3. El facilitador y los estudiantes tendrán cinco a diez minutos para hacer preguntas al grupo.
4. Los estudiantes se reunirán en parejas. Cada pareja tendrá un estudio de caso sobre problemas comunes de cabeza, oído, nariz, y garganta. Cada grupo contestará un número de preguntas del estudio de caso según asignadas por el facilitador.
5. Cada pareja presentará al grupo grande las preguntas asignadas y un análisis de sus respuestas mediante el uso de una cartulina.
6. Los estudiantes completarán la última columna del diagrama KWL.
7. El facilitador tendrá una discusión de los objetivos antes de terminar la clase.
8. El facilitador recordará a los estudiantes sobre las fechas de entrega de la Actividad 1 (Taller 6) y Actividad 2 (Taller 7) del Proyecto NURS 510, del Apéndice E. Informará también los arreglos realizados para la grabación de las presentaciones ambos días.

Evaluación:

- 1. Individual:** El Apéndice A se va utilizar para evaluar la participación individual de cada actividad.
- 2. Grupo:** El Apéndice A se va utilizar para evaluar la participación individual de cada actividad de grupo.
- 3. Escrito:** Los Apéndices B, C, y D se utilizarán para evaluar las notas SOAP y portafolios.
- 4. Oral:** El Apéndice A se utilizará para evaluar a cada estudiante de forma individual en términos de sus conocimientos lingüísticos al proporcionar retroalimentación a los demás en el grupo y en diferentes actividades incluidas en este taller.

Cierre del taller:

- 1. Individual:** Los estudiantes completarán el diagrama KWL y lo entregarán al facilitador.
- 2. Grupal:** Se dará al grupo unas preguntas para contestar para saber que se aprendió en la clase.

WORKSHOP SIX

Specific Content Objectives:

1. Increase knowledge on the assessment of common psychiatric-mental health disorders.
2. Identify the pathophysiology and clinical manifestations for each common psychiatric-mental health disorder assigned.
3. Select and analyze the appropriate management plan for each common psychiatric-mental health disorder assigned.
4. Demonstrate in clinical practice the appropriate assessment skills to identify common psychiatric-mental health problems.

Specific Language Objectives:

1. **Listening:** Listen to the facilitator and fellow classmates on their discussion of psychiatric-mental health disorders, which occur throughout the life span.
2. **Speaking:** Participate in discussions on psychiatric-mental health disorders pathophysiology, clinical signs/ symptoms, and management of the specific psychiatric-mental health disorders.
3. **Reading:** The students will complete the assigned readings about psychiatric-mental health disorders.
4. **Writing:** The students will complete a written report about psychiatric-mental health disorders.

Electronic Links (URLs):

Biblioteca Virtual

<http://bibliotecavirtualut.suagm.edu/>

TOPIC: Psychiatry and Mental Health

<http://www.medscape.com/psychiatry>

TOPIC: Mental Disorders

<http://www.nlm.nih.gov/medlineplus/mentaldisorders.html>

TOPIC : Schizophrenia & Other Psychotic Disorders

<http://quizlet.com/20789427/ancch-9-schizophrenia-other-psychotic-disorders-flash-cards/>

TOPIC : Disorders of Childhood and Adolescence

<http://quizlet.com/20144876/ancch-13-disorders-of-childhood-and-adolescence-flash-cards/>

TOPIC: Mood Disorders

<http://quizlet.com/20751783/ancc-ch-7-mood-disorders-flash-cards/>

Assignments before the Workshop:

1. Read the chapter on common psychiatric-mental health disorders in Dunphy, L., Winland Brown, J., Porter, B. & Thomas, D. (2011). Primary Care: Art and Science of Advanced Practice Nursing. 3rd Ed. F.A. Davis Company. ISBN: 0803622554. They will bring to the next class a summary of what they read.
2. Visit the quizlet web sites and review all of the vocabulary on common psychiatric-mental health disorders.
3. Review the vocabulary words and prepare for a quiz.
4. Complete all three parts of Activity 1 from NURS 510 Project, Appendix E.
5. The students will complete the first two columns of the KWL.

Key Core Vocabulary:

1. Repression
2. Denial
3. Grief
4. Anorexia Nervosa
5. Bulimia
6. Regression
7. Suppression
8. Substance abuse
9. Substance dependence
10. Suicide
11. Depression
12. Affect

List of Supplementary Materials for the Workshop:

1. Markers
2. Paper
3. Textbook

SIOP Components - Place a checkmark (✓) on the (___) for **ALL** strategies that will be used in the workshop.

<p>A. Preparation</p> <p><input checked="" type="checkbox"/> Adaptation of Content</p> <p><input type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Strategies Incorporated</p> <p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <p><input checked="" type="checkbox"/> Cognitive</p> <p><input checked="" type="checkbox"/> Meta-cognitive</p> <p><input checked="" type="checkbox"/> Social/Affective</p> <p>C. Grouping Options</p> <p><input checked="" type="checkbox"/> Whole Class</p> <p><input checked="" type="checkbox"/> Small Groups</p> <p><input type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent Work</p>	<p>B. Scaffolding</p> <p><input type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Comprehensible Input</p> <p>D. Integration of Processes</p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input checked="" type="checkbox"/> Writing</p> <p>E. Application</p> <p><input checked="" type="checkbox"/> Hands-on</p> <p><input checked="" type="checkbox"/> Meaningful/Relevant</p> <p><input type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Link to Objectives</p> <p><input checked="" type="checkbox"/> Promote Engagement</p>
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Integrated Activities of Content and Language to achieve Content and Language

Objectives:

1. The students will take a quiz on psychiatric-mental health disorders vocabulary.
2. Students will submit and present individually their work for Activity 1 from NURS 510 Project, Appendix E. Facilitator ensures video recording of these presentations.
3. The students will be divided into small groups. Each group will be given a case study with questions to answer on a specific paper.
4. Each small group will present to the larger group a discussion of the questions assigned including an analysis of their answers.

5. A guest speaker specialized in psychiatry and mental health will be invited to this workshop to discuss the role of the FNP on the identification, early detection and treatment of psychiatric-mental health disorders, including referrals.
6. The facilitator will divide the group into small groups of four students. The facilitator will present each small group with questions (similar to the ones included on the National FNP Certification Exam) for discussion.
7. Each group will then present to the class the answer, which they arrived from each question.
8. The facilitator will answer any questions, which the students may have.
9. Facilitator reminds students that Activity 2 from NURS 510 Project, Appendix E is due on Workshop Seven.
10. The students will answer the last column of the KWL.

Assessment:

1. **Individual:** Appendix A and B will be used to evaluate the participation in each activity.
2. **Group:** Appendix A and B will be used to evaluate the participation in each group activity.
3. **Written:** Appendix B and C will be used to evaluate all written work.
4. **Oral:** Appendix A will be used to evaluate oral presentations.

Lesson Wrap-Up:

1. **Individual** The students will complete the KWL.
2. **Group:** The group will discuss the questions (similar to the ones included on the National FNP Certification Exam) as a method of evaluation.

TALLER SIETE

Objetivos específicos de contenido:

Al finalizar este taller, el estudiante será capaz de:

1. Demostrar conocimiento y destrezas avanzadas en la identificación de los signos y síntomas de bulimia, anorexia, depresión y ansiedad generalizada.
2. Identificar y analizar la fisiopatología y las manifestaciones clínicas de bulimia, anorexia, depresión, y ansiedad generalizada.
3. Seleccionar el plan de tratamiento adecuado para atender personas que presentan los siguientes desórdenes: bulimia, anorexia, depresión, y ansiedad generalizada.

Objetivos específicos de lenguaje:

Al finalizar este taller, el estudiante será capaz de:

1. **Escuchar:** Analizar y aplicar los conceptos presentados por el facilitador y discutidos con los compañeros de clase.
2. **Hablar:** Participar en el debate sobre la fisiopatología, los signos y síntomas clínicos y el manejo de los siguientes desórdenes: anorexia, bulimia, depresión y ansiedad generalizada.
3. **Leer:** Leer sobre el rol del FNP al considerar los factores psicosociales que confrontan las familias con algún miembro padeciendo de uno o más de los siguientes desórdenes: anorexia, bulimia, depresión, ansiedad generalizada.
4. **Escribir:** Redactar un resumen escrito sobre las lecturas hechas acerca de las manifestaciones clínicas de los desórdenes seleccionados para este taller (anorexia, bulimia, depresión, ansiedad generalizada) y las implicaciones psicosociales.

Enlaces electrónicos:

Biblioteca Virtual

<http://bibliotecavirtualut.suagm.edu/>

APA

http://www.suagm.edu/umet/biblioteca/pdf/guia_apa_6ta.pdf

Tema: Depresión

<http://www.nlm.nih.gov/medlineplus/spanish/depression.html>

<http://www.who.int/topics/depression/es/index.html>

Tema: Ansiedad

<http://www.nlm.nih.gov/medlineplus/spanish/ency/article/003211.htm>

<http://www.nlm.nih.gov/health/publications/espanol/trastornos-de-ansiedad/tratamiento-para-los-trastornos-de-ansiedad.shtml>

<http://www.apa.org/centrodeapoyo/tratamiento.aspx>

Tema: Suicidio

<http://www.nlm.nih.gov/medlineplus/spanish/ency/article/001554.htm>

Asignaciones antes del taller:

1. Los estudiantes estudiarán para un examen sobre los temas discutidos en talleres anteriores.
2. Los estudiantes deberán completar la Actividad 2 del Proyecto NURS 510 del Apéndice E y deberán estar listos para la presentación.
3. Los estudiantes serán divididos en grupos pequeños para estudiar juntos en preparación para este taller. Cada grupo tendrá asignado un tópico para presentación en powerpoint.
4. Los estudiantes completarán las dos primeras columnas de la KWL.

Vocabulario clave de la lección:

1. trastornos de pánico
2. trastorno obsesivo-compulsivo
3. trastorno de estrés postraumático (PTSD)
4. fobias
5. trastorno de ansiedad generalizada
6. proceso de luto
7. duelo
8. depresión
9. adicción vs dependencia
10. represión
11. negación
12. aislamiento
13. regresión
14. ánimo
15. supresión
16. depresión

17. ansiedad

Lista de materiales suplementarios para el taller:

1. Libro de texto
2. Papel
3. Marcadores de colores

Componentes de SIOP (Sheltered-Instruction Observation Protocol): Coloque una marca de cotejo (✓) en la () en todas las estrategias por componente que se usarán en el taller.

A. Preparación

- Adaptación de Contenido
- Enlaces al Conocimiento Previo
- Enlaces al Aprendizaje Previo
- Estrategias Incorporadas

Estrategias de CALLA

(Cognitive Academic Language Learning Approach)

- Cognoscitivo
- Meta-cognoscitivo
- Socio/Afectivo

B. Andamiaje

- Modelaje
- Práctica Dirigida
- Práctica Independiente
- Instrucción Comprensible

C. Opciones para Agrupamiento

- Grupo Completo
- Grupos Pequeños
- Pares
- Trabajo Independiente

D. Integración del Proceso

- Escuchar
- Hablar
- Leer
- Escribir

E. Aplicación

- Actividades Dinámicas de Aplicación
- Significativas y Relevantes
- Rigurosas
- Alineadas a los Objetivos
- Promueven Participación

Actividades integradas:

1. El facilitador iniciará la clase con una prueba de los temas anteriores.
2. Los estudiantes serán divididos en grupos. Cada grupo analizará las preguntas de la prueba.
3. Los estudiantes entregarán y presentarán sus trabajos de la Actividad 2 del Proyecto NURS 510, del Apéndice E. Facilitador ha asegurado la grabación de las presentaciones.
4. El facilitador entregará tarjetas a los estudiantes. Cada tarjeta dirá una de las palabras siguientes: factores de riesgo, fisiopatología, signos y síntomas o tratamiento. El facilitador discutir un tema. Los estudiantes indicarán en qué categoría está la información elevando la tarjeta correcta.
5. Los alumnos se dividirán en grupos. A cada grupo se le dará uno de los siguientes temas: trastorno de hiperactividad con déficit de atención, bulimia nerviosa, anorexia nerviosa y trastornos de ansiedad. Cada grupo elaborará un mapa conceptual. Cada grupo presentará su mapa conceptual a la clase.
6. El facilitador presentará a cada grupo con preguntas para discusión y al finalizar cada grupo presentará entonces a la clase el análisis de sus respuestas.
7. Los estudiantes completarán la última columna del diagrama KWHLAQ (see Appendix K).
8. El facilitador les recordará a los estudiantes que deben completar sus horas clínicas. Esta semana se concentrarán en los problemas de comportamiento y sus implicaciones psicosociales.
9. El facilitador tendrá una discusión de los objetivos del taller antes de terminar la clase.

Evaluación:

1. **Individual:** El Apéndice A se va utilizar para evaluar la participación individual de cada actividad.
2. **Grupo:** El Apéndice A se va utilizar para evaluar la participación individual de cada actividad.
4. **Escrito:** Apéndices B, C y D se utilizarán para evaluar las notas SOAP y portafolios.
5. **Oral:** Apéndice A se utilizará para evaluar a los alumnos de forma individual en sus conocimientos lingüísticos al proporcionar retroalimentación a los demás en el grupo y en diferentes actividades incluidas en este taller.

Cierre del taller:

1. **Individual:** Los estudiantes completarán el diagrama KWHLAQ con lo aprendido en este taller y lo entregarán al facilitador.
2. **Grupal:** Se dará al grupo unas preguntas para contestar para saber que se aprendió en la clase.

WORKSHOP EIGHT

Specific Content Objectives:

1. Demonstrate advanced knowledge on identification of common infectious diseases.
2. Identify pathophysiology and clinical manifestations for each common infectious disease discussed in class.
3. Select the appropriate management plan for each common infectious disease discussed.
4. Demonstrate in clinical practice the appropriate assessment skills to identify common infectious diseases.

Specific Language Objectives:

1. **Listening:** Listen to the facilitator and fellow classmates on their discussion of common infectious diseases, which may occur throughout the life span.
2. **Speaking:** Participate in the discussion on common infectious diseases: pathophysiology, clinical signs/ symptoms, and management of the disease.
3. **Reading:** Complete the assigned readings about common infectious diseases.
4. **Writing:** Complete a written report on the most common infectious diseases.

Electronic Links (URLs):

Biblioteca Virtual

<http://bibliotecavirtualut.suagm.edu/>

TOPIC: West Nile virus

<http://www.cdc.gov/ncidod/dvbid/westnile/clinicians/background.htm>

<http://www.cdc.gov/ncidod/dvbid/westnile/resources/wnv-guidelines-aug-2003.pdf>

TOPIC: Measles

<http://www.cdc.gov/measles/about/overview.html>

Topic: Scarlet Fever

<http://www.cdc.gov/features/scarletfever/>

<http://www.mayoclinic.com/health/scarlet-fever/DS00917>

Assignments before the Workshops

1. Complete the first two columns of the KWL.
2. Read the clinician information for West Nile Virus and bring in a written summary on the topic.
3. Use the virtual library for information search on infectious mononucleosis and scarlet fever.
4. Go to Blackboard and send a voice email to your facilitator practicing one of the key core vocabulary terms.

Key Core Vocabulary:

1. Fifth disease
2. Rubella
3. Rubeola
4. Varicella
5. Infectious Mononucleosis
6. Influenza
7. Severe Acute Respiratory Syndrome(SARS)
8. West Nile virus
9. Pertussis
10. Rocky Mountain Fever
11. Scarlet Fever
12. Rheumatic Fever

List of Supplementary Materials for the Workshop:

1. Markers
2. Paper
3. Textbook

SIOP Components - Place a checkmark (✓) on the (___) for **ALL** strategies that will be used in the workshop.

<p>A. Preparation</p> <p><input checked="" type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Strategies Incorporated</p> <p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <p><input checked="" type="checkbox"/> Cognitive</p> <p><input checked="" type="checkbox"/> Meta-cognitive</p> <p><input checked="" type="checkbox"/> Social/Affective</p> <p>C. Grouping Options</p> <p><input checked="" type="checkbox"/> Whole Class</p> <p><input checked="" type="checkbox"/> Small Groups</p> <p><input type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent Work</p>	<p>B. Scaffolding</p> <p><input type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Comprehensible Input</p> <p>D. Integration of Processes</p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input checked="" type="checkbox"/> Writing</p> <p>E. Application</p> <p><input checked="" type="checkbox"/> Hands-on</p> <p><input type="checkbox"/> Meaningful/Relevant</p> <p><input checked="" type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Link to Objectives</p> <p><input checked="" type="checkbox"/> Promote Engagement</p>
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Integrated Activities of Content and Language to achieve Content and Language

Objectives:

1. The students will take an exam on psychosocial problems. The exam should be multiple-choice, similar to the questions included on the National FNP Certification Exam.
2. The students will be divided into small groups. Each group will be given one of the following topics infectious mononucleosis, influenza, severe acute respiratory syndrome (SARS), West Nile Virus, pertussis, Rocky Mountain fever, scarlet fever, and rheumatic

fever. Each group will develop a concept map. Each group will present the concept map to the class.

3. After the discussion the facilitator will ask questions to the students as a method of evaluating students understanding of the material.
4. The facilitator will present each small group with questions (similar to the ones included on the National FNP Certification Exam) for discussion.
5. Each group will then present to the class the answer, which they arrived from each question.
6. The facilitator will answer any questions, which the students may have.
7. The students will answer the last column of the KWL.

Assessment:

1. **Individual:** Appendix A and B will be used to evaluate the participation in each activity.
2. **Group:** Appendix A and B will be used to evaluate the participation in each group activity.
3. **Written:** Appendix B and C will be used to evaluate all written work.
4. **Oral:** Appendix A will be used to evaluate oral presentations.

Lesson Wrap-Up:

1. **Individual:** The students will complete the KWL.
2. **Group:** The group will discuss the questions as a method of evaluation.

Apéndices/Appendices

Explanatory Note for Appendices Section:

All the appendices in the module are identified with the words **Apéndice and/or Appendix**, in both Spanish and/or English, followed by a letter. Any document that is retrieved/cited will appear **only** in the language in which it was originally written.

However, documents and/or rubrics that are the sole property of the Ana G. Méndez University System will appear in both English and Spanish.

Nota aclaratoria de la sección de apéndices:

Todos los apéndices del módulo están identificados con las palabras <<Apéndice>> o <<Appendix>> y están acompañados de su correspondiente letra. Todo el material citado, en la sección de apéndices, aparecerá en el idioma que se escribió originalmente. En cambio, los recursos y rúbricas que pertenecen al Sistema Universitario Ana G. Méndez, aparecerán en ambos idiomas (inglés y español).

Appendix A

National Proficiency Levels for Differentiated Instruction

Retrieved from: WIDA Consortium <http://www.wida.us/>

“Can Do” Listening Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> • Identifies objects • Names concrete objects • Points to picture/object of the word heard • Follows simple commands • Repeats words or simple phrases • Understands simple messages – gestures, pointing
Emerging	<ul style="list-style-type: none"> • Draws a picture • Requires continuous repetition • Follows verbal dictations • Checks-off words that were heard • Repeats information heard to determine comprehension • Understands slow speech and multiple repetitions
Developing	<ul style="list-style-type: none"> • Understands more details of spoken language • Needs limited or no repetition and slow speech • Understands basic academic vocabulary which is frequently used in class discussions • Understands class discussions with some difficulty • Understands most of what was said
Expanding	<ul style="list-style-type: none"> • Needs limited or no repetition at normal speed speech • Understands academic vocabulary used in class discussions • Understands class discussions with little difficulty • Understands nearly everything said
Bridging	<ul style="list-style-type: none"> • Needs no repetition at normal speed speech • Understands elaborate academic vocabulary used in class discussions • Understands class discussions with no difficulty • Demonstrates a native-like English speaker’s understanding of what is said

“Can Do” Speaking Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> • Names concrete objects • Responds a simple yes or no to questions • Repeats words or simple phrases • Uses one word commands • Mispronounces words making it difficult to be understood • Breaks speech into parts making comprehension difficult • Uses limited or no vocabulary to support message
Emerging	<ul style="list-style-type: none"> • Uses a few more words to respond to questions although grammatically incorrect • Uses one-, two-, and multiple-word commands • Uses verb tenses interchangeably • Misuses words in daily speech • Repeats spoken words or phrases to improve understanding due to pronunciation flaws • Uses grammar and word order incorrectly • Uses vocabulary (emerging stage) to support oral messages
Developing	<ul style="list-style-type: none"> • Responds using longer phrases/sentences • Initiates and carries out conversations; however, there may be interruptions due to thinking of the correct words to say • Applies grammar and word order correctly most of the time • Demonstrates correct use of basic academic vocabulary which is frequently used in class discussions and/or oral assignments. • Speaks with some hesitation • Uses vocabulary to support oral messages • Speaks with less difficulty, but listener must pay close attention to pronunciation.
Expanding	<ul style="list-style-type: none"> • Responds using elaborate phrases/sentences • Uses and interprets idiomatic expressions • Converses more fluently in social settings • Uses academic vocabulary frequently in class discussions • Participates in class discussions using academic content with slight hesitation • Misuse of grammar and word order seldom occurs and does not interrupt meaning • Pronounces most words accurately and clearly
Bridging	<ul style="list-style-type: none"> • Speaks fluently • Uses elaborate academic vocabulary in all class discussions correctly • Participates in class discussion using academic content without hesitation • Uses appropriate vocabulary to support oral messages at all times • Uses correct grammar and word all the time • Speaks with native-like pronunciation and intonation

“Can Do” Reading Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> • Lacks comprehension of a wide array of written material (not developed) • Lacks ability to interpret graphs, charts, tables, and forms in textbooks (not developed) • Struggles with use of pre-reading and reading skills (not developed) • Lacks ability to apply reading strategies in order to guess meanings of unfamiliar words from context (not developed) • Struggles with use of strategic reading skills (in order to plan his/her reading assignments, diagnose deficiencies, resolve deficiencies independently or with the help of others, etc.) (not developed)
Emerging	<ul style="list-style-type: none"> • Improving comprehension (slowly emerging) of a wide array of written material (e.g., fictional and non-fictional texts that bridge personal, professional and academic themes, news articles, short stories, short novels, etc.) • Demonstrates correct interpretation of basic graphs, charts, tables and forms in textbooks • Applies limited pre-reading (e.g., activation of prior knowledge, semantic maps, etc.) and reading skills (e.g., skimming, scanning, inferences, paragraph frames, DRA, SQ4R, etc.) (slowly emerging) • Struggles with ability to use limited reading strategies to guess meanings of unfamiliar words from context (e.g., definition, restatement, examples, surrounding words, etc.) is • Strives to understand (even when not successful) the relationship between ideas (e.g., time, logical order, comparison/contrast, cause/effect), and reading patterns in order to identify literary genres (as listed above) • Applying successful reading skills (as listed above) are still emerging
Developing	<ul style="list-style-type: none"> • Comprehends a wide array of written material (as listed above) • Interprets basic graphs, charts, tables and forms • Applies correctly pre-reading and reading skills (as listed above) • Applies correct use of reading strategies to guess meanings of unfamiliar words from context (as listed above)-evidence of emerging. • Understands the relationship between ideas (as listed above)-evidence of emerging.. • Uses strategic reading skills (as listed above) that are evident.
Expanding	<ul style="list-style-type: none"> • Comprehends a wide array of level-appropriate written materials (as listed above) with mature accuracy • Interprets increasingly complex graphs, charts, tables, and forms accurately • Applies pre-reading and reading skills (as listed above) very strongly • Applies strategies to guess meanings of unfamiliar words from context (as listed above) which is clearly evident • Identifies signal words to understand the relationship between ideas (as listed above), and reading patterns to identify literary genres (as listed above)- emerging strongly • Understands the relationship between ideas (as listed above)-strongly evident. • Uses strategic reading skills (as listed above) with mature accuracy
Bridging	<ul style="list-style-type: none"> • Comprehends various types and lengths of level appropriate written materials (as listed above)-fully developed • Interprets complex graphs, charts, tables, and forms accurately • Applies pre-reading and reading skills (as listed above)-fully developed • Applies reading strategies to determine the meaning of unfamiliar words in a text (as listed above) with accuracy • Understands the relationship between ideas (time, logical order, comparison/contrast, cause/effect) • Demonstrates fully developed strategic reading skills (as listed above)

“Can Do” Writing Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> ● Lacks clear writing and focus. Details are limited or unclear. There’s no clear distinction to what is important and what is supported. ● Lacks engaging and drawing a conclusion. Paper simply starts and ends. Lack of transitions make it difficult to understand the paper. ● Writes with limited use of vocabulary or specific words to transmit meaning of the essay. Misuse of parts of speech makes it difficult to understand the writing. ● Rambles- use of incomplete sentences that are too long to understand. Sentences follow a simple structure and or style. ● Struggles with spelling, punctuation capitalization and other writing conventions. This makes it very difficult to understand the writing. ● Lacks strategic writing skills (e. g., knowledge of the writing process; declarative, procedural and conditional knowledge; and strategies for inquiry drafting [such as investigating genre, considering audience, and responding to purpose], and for product revision) that are clearly not developed.
Emerging	<ul style="list-style-type: none"> ● Writes sentences that are still unclear there seems to be a guide to a focused topic; however, it may drift at times. There is an attempt in details to support main idea. Reader can still feel confused. ● Attempts to write an introduction and or conclusion. Use of transitions helps, but paper is in need of more details. ● Struggles with some vocabulary terms that are used inappropriately. Greater command of the parts of speech is developing, but many words are still used incorrectly. ● Attempts to create a style of sentence structure here and there; although, for the most part it sticks to one style. ● Shows need of improving spelling, punctuation, capitalization, and other writing conventions. It is still difficult to read the writing; but there are signs of improvement. ● Demonstrates emerging strategic writing skills.
Developing	<ul style="list-style-type: none"> ● Writes with an unclear focus. Writing appears to be on one topic, but shifts to another topic at times. Support of main idea is lacking. Reader is left with unanswered questions. ● Attempts to write a proper introduction and conclusion however, both are dull or unclear. Transitions help connect ideas although at times they distract the flow. ● Selects and uses words appropriately; however, they are not higher level and need more vigor. ● Formulates well-written sentences; however, style and structure of sentences are repetitious. ● Demonstrates control of spelling, punctuation, capitalization, and other writing conventions. However, the writing could read and sound better by improving conventions. ● Utilizes strategic writing skills properly (now evident).
Expanding	<ul style="list-style-type: none"> ● Writes with a focus in mind; however, there is room for improvement. Needs more relevant details to support the main idea. Some readers’ questions can be answered, while others are left with doubt. ● Uses a proper introduction and conclusion, however, some improvement is needed. Needs to continue using transitional words are properly in order to allow the proper flow of ideas. ● Selects and uses vocabulary words that are much more livelier and appropriate. Some common wording can be improved. ● Writes with a definite style, and sentence structure is “catchy” with few mistakes. ● Demonstrates good control of spelling, punctuation, capitalization, and other writing conventions. Mistakes are few and nothing distracts from the writing. ● Applies mature strategic writing skills.
Bridging	<ul style="list-style-type: none"> ● Writing is clear and focused on a narrowed topic. Details are relevant and accurate, and they support the main ideas. Reader’s questions are answered. ● Writing has a clear introduction that hooks the reader and conclusion that leaves a lasting impression. Use of transitions helps the reader to connect ideas. Reading flows and not dull. ● Words used in the writing are specific and accurate. Vivid verbs and modifying words are present. Words used enhance the meaning of the writing. ● There is a variety in length and structure of the sentences. The style of sentences varies on how they begin. Sentences create fluency and rhythm. ● Excellent control of spelling, punctuation capitalization and other writing conventions. ● Strategic writing skills are fully developed.

APPENDIX B
THE WRITING PROCESS
6-TRAITS WRITING RUBRIC

**Appendix B
THE WRITING PROCESS**

SIX-TRAIT ANALYTIC WRITING RUBRIC

Student's name: _____ **Date:** _____
Facilitator's name: _____ **Course:** _____
Assignment: _____

Instructions: This rubric will be used to evaluate written work completed by the student in both English and Spanish. Please refer to the trait that you are evaluating (i.e., Ideas and Content, etc.). Select the criteria per level (6 = highest, 1 = lowest) that best reflect the student's writing ability.

Refer to all the Appendix C sheets that describe, in detail, all the writing traits that you are evaluating in order to properly complete this rubric.

Writing Traits	Criteria per Level (From Highest to Lowest)						
	6	5	4	3	2	1	
Ideas and Content							
Organization							
Voice							
Word Choice							
Sentence Fluency							
Conventions							
TOTALS - add all the totals down and then across to obtain the Grand Total.							Grand Total: _____

Final Score: /36

Grading Scale: (36 - 0)
Excellent: 32-36 points = A
Good: 29-31 points = B
Satisfactory: 25-28 points = C
Needs Improvement: 22-24 points = D
Unacceptable: 0-21 points = F

Six Traits for Analytic Writing Rubrics

Trait #1: Idea and Content

Criteria per Level

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from

<https://www.ade.state.az.us/standards/6traits/>

6	<p>The writing is exceptionally clear, focused and interesting. It holds the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support • a thorough, balanced, in-depth explanation/ exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well suited to audience and purpose.
5	<p>The writing is clear, focused and interesting. It holds the reader's attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. • a thorough, balanced explanation/exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well-suited to audience and purpose.
4	<p>The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by</p> <ul style="list-style-type: none"> • an easily identifiable purpose. • clear main idea(s) • supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support. • a topic that is explored/explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present. • content and selected details that are relevant, but perhaps not consistently well chosen for audience and purpose.
3	<p>The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly off-topic. The writing is characterized by</p> <ul style="list-style-type: none"> • an easily identifiable purpose and main idea(s). • predictable or overly-obvious main ideas or plot; conclusions or main points seem to echo observations heard elsewhere. • support that is attempted; but developmental details that are often limited in scope, uneven, somewhat off-topic, predictable, or overly general. • details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information. • difficulties when moving from general observations to specifics.
2	<p>Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by</p> <ul style="list-style-type: none"> • a purpose and main idea(s) that may require extensive inferences by the reader. • minimal development; insufficient details. • irrelevant details that clutter the text. • extensive repetition of detail.
1	<p>The writing lacks a central idea or purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • ideas that are extremely limited or simply unclear. • attempts at development that are minimal or non-existent; the paper is too short to demonstrate the development of an idea.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Trait #2: Organization

Criteria per Level

6	<p>The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by</p> <ul style="list-style-type: none"> • effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow. • a strong, inviting beginning that draws the reader in and a strong satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, and ideas). • details that fit where placed
5	<p>The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by.</p> <ul style="list-style-type: none"> • effective sequencing; the organizational structure fits the topic, and the writing is easy to follow. • an inviting beginning that draws the reader in and a satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, and ideas). • details that fit where placed. .
4	<p>Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by</p> <ul style="list-style-type: none"> • clear sequencing. • an organization that may be predictable. • a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety. • a body that is easy to follow with details that fit where placed. • transitions that may be stilted or formulaic. • organization which helps the reader, despite some weaknesses.
3	<p>An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by</p> <ul style="list-style-type: none"> • attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear. • a beginning and an ending which, although present, are either undeveloped or too obvious (e.g. "My topic is...", "These are all the reasons that...") • transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused. • a structure that is skeletal or too rigid. • placement of details that may not always be effective. • organization which lapses in some places, but helps the reader in others.
2	<p>The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by</p> <ul style="list-style-type: none"> • some attempts at sequencing, but the order or the relationship among ideas is frequently unclear. • a missing or extremely undeveloped beginning, body, and/or ending. • a lack of transitions, or when present, ineffective or overused. • a lack of an effective organizational structure. • details that seem to be randomly placed, leaving the reader frequently confused.
1	<p>The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by</p> <ul style="list-style-type: none"> • a lack of effective sequencing. • a failure to provide an identifiable beginning, body and/or ending. • a lack of transitions. • pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly. • a lack of organization which ultimately obscures or distorts the main point.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Trait #3: Voice

Criteria per Level

6	<p>The writer has chosen a voice appropriate for the topic, purpose and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of "writing to be read." The writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.). • an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.
5	<p>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of "writing to be read." The writing is expressive, engaging or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively or interesting. Technical writing may require greater distance.). • a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.
4	<p>A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of "writing to be read." In places, the writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • a questionable or inconsistent level of closeness to or distance from the audience. • a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places. • liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.
3	<p>The writer's commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by</p> <ul style="list-style-type: none"> • a limited sense of audience; the writer's awareness of the reader is unclear. • an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical. • a limited ability to shift to a more objective voice when necessary.
2	<p>The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by</p> <ul style="list-style-type: none"> • little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical. • a voice that is likely to be overly informal and personal. • a lack of audience awareness; there is little sense of "writing to be read." • little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer.
1	<p>The writing seems to lack a sense of involvement or commitment. The writing is characterized by</p> <ul style="list-style-type: none"> • no engagement of the writer; the writing is flat and lifeless. • a lack of audience awareness; there is no sense of "writing to be read." • no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Trait #4: Word Choice**Criteria per Level**

6	<p>Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words, which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> • accurate, strong, specific words; powerful words energize the writing. • fresh, original expression; slang, if used, seems purposeful and is effective. • vocabulary that is striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way. • words that evoke strong images; figurative language may be used.
5	<p>Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> • accurate, specific words; word choices energize the writing. • fresh, vivid expression; slang, if used, seems purposeful and is effective. • vocabulary that may be striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way. • words that evoke clear images; figurative language may be used
4	<p>Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • words that work but do not particularly energize the writing. • expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective. • attempts at colorful language that may occasionally seem overdone. • occasional overuse of technical language or jargon. • rare experiments with language; however, the writing may have some fine moments and generally avoids clichés.
3	<p>Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of “generic” paper filled with familiar words and phrases. The writing is characterized by</p> <ul style="list-style-type: none"> • words that work, but that rarely capture the reader’s interest. • expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective. • attempts at colorful language that seem overdone or forced. • words that are accurate for the most part, although misused words may occasionally appear, technical language or jargon may be overused or inappropriately used. • reliance on clichés and overused expressions.
2	<p>Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by</p> <ul style="list-style-type: none"> • words that are colorless, flat or imprecise. • monotonous repetition or overwhelming reliance on worn expressions that repeatedly distract from the message. • images that are fuzzy or absent altogether.
1	<p>The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by</p> <ul style="list-style-type: none"> • general, vague words that fail to communicate. • an extremely limited range of words. • words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Trait #5: Sentence Fluency

Criteria per Level

6	<p>The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next. • extensive variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas. • varied sentence patterns that create an effective combination of power and grace. • strong control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used, sounds natural.
5	<p>The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing into the next. • variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning. • control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used sounds natural.
4	<p>The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace. • some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact. • strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective. • occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural.
3	<p>The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • some passages that invite fluid oral reading; however, others do not. • some variety in sentences structure, length, and beginnings, although the writer falls into repetitive sentence patterns. • good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective. • sentences which, although functional, lack energy. • lapses in stylistic control; dialogue, if used, may sound stilted or unnatural.
2	<p>The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • significant portions of the text that are difficult to follow or read aloud. • sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object). • a significant number of awkward, choppy, or rambling constructions.
1	<p>The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by</p> <ul style="list-style-type: none"> • text that does not invite—and may not even permit—smooth oral reading. • confusing word order that is often jarring and irregular. • sentence structure that frequently obscures meaning. • sentences that are disjointed, confusing, or rambling.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Trait #6: Conventions

Criteria per Level

6	<p>The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions; manipulation of conventions may occur for stylistic effect. • strong, effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • paragraph breaks that reinforce the organizational structure. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little or no need for editing.
5	<p>The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions. • effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • paragraph breaks that reinforce the organizational structure. • correct capitalization; errors, if any, are minor. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little need for editing.
4	<p>The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • control over conventions used, although a wide range is not demonstrated. • correct end-of-sentence punctuation, internal punctuation may sometimes be incorrect. • spelling that is usually correct, especially on common words. • basically sound paragraph breaks that reinforce the organizational structure. • correct capitalization; errors, if any, are minor. • occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader. • moderate need for editing.
3	<p>The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • some control over basic conventions; the text may be too simple to reveal mastery. • end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors. • spelling errors that distract the reader; misspelling of common words occurs. • paragraphs that sometimes run together or begin at ineffective places. • capitalization errors. • errors in grammar and usage that do not block meaning but do distract the reader. • significant need for editing.
2	<p>The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • little control over basic conventions. • many end-of-sentence punctuation errors; internal punctuation contains frequent errors. • spelling errors that frequently distract the reader; misspelling of common words often occurs. • paragraphs that often run together or begin in ineffective places. • capitalization that is inconsistent or often incorrect. • errors in grammar and usage that interfere with readability and meaning. • substantial need for editing.
1	<p>Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by</p> <ul style="list-style-type: none"> • very limited skill in using conventions. • basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect. • frequent spelling errors that significantly impair readability. • paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text. • capitalization that appears to be random. • a need for extensive editing.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Appendix C



NP Program
GRADING CRITERIA FOR SOAP NOTES

Student: _____

This sheet is to help you understand what we are looking for, and what our margin remarks might be about on your write-ups of patients. Since at all of the write-ups that you hand in are uniform, this represents what **MUST** be included in every write-up.

- 1) Identifying Data and Chief Complaint (____ 5 pts): The opening list of the note must contain age, sex, race, marital status, etc. The patient's complaint should be given in quotes. If the patient has more than one complaint, each complaint should be listed separately (1, 2, etc.) and each addressed in the subjective and under the appropriate number. (each error 1 pt)
- 2) Subjective Data (____30 pts.): This is the historical part of the note. It contains the following: (each error 2 pts)
 - a) *Symptom analysis/HPI* (location, quality, quantity or severity, timing, setting, factors that make it better or worse, and associate manifestations. (10 pts).
 - b) *Review of systems of associated systems, reporting all pertinent positives and negatives* (10pts).
 - c) *Any PMH, family hx, social hx, allergies, medications related to the complaint/problem* (10 pts). If more than one chief complaint, each should be written up in this manner.
- 3) Objective Data (____ 25 pts.): Vital signs need to be present. Height and weight should be included where appropriate. (each error 2 pts)
 - a) Appropriate systems are examined, listed in the note and consistent with those identified in 2b. (10 pts.).
 - b) Pertinent positives and negatives must be documented for each relevant system. (10 pts.).
 - c) Any abnormalities must be fully described. Measure and record sizes of things (like moles, scars). Avoid using "ok", "clear", "within normal limits", positive/negative, and normal/abnormal to describe things. (5 pts.).
- 4) Assessment (____ 10 pts.): Diagnoses should be clearly listed and worded appropriately. (each error 2 pts)
- 5) Plan (____ 15 pts.): Be sure to include any teaching, health maintenance and counseling along with pharmacological and non-pharmacological measures. If you have more than one

diagnosis, it is helpful to have this section divided into separate numbered sections. (each error 2 pts)

- 6) Subjective/Objective, Assessment and Management are Consistent (____ 10 pts.): Does the note support the appropriate differential diagnosis process? Is there evidence that you know what systems and what symptoms go with which complaints? The assessment/diagnoses should be consistent with the subjective and objective data provided. Make sure that all relevant problems described by the patient are addressed in the objective section and then the assessment and plan. The management should be consistent with the assessment/diagnoses identified. (each error 1 pt)

- 7) Clarity of the Write-up (____ 5 pts.): Is it literate, organized and complete? (each error 1 pt)

Comments:

Total Score: _____ Instructor: _____



**Universidad del Turabo
NP Program**

PRECEPTOR EVALUATION OF NURSE PRACTITIONER STUDENT

Student Name: _____ Site: _____ Date: _____
Course: _____

Preceptor: _____

Please use the following scale to indicate the student's performance during this clinical.

- 0=omits required item
- 1=requires extensive help
- 2=requires much help
- 3=requires moderate help
- 4=requires minimal help
- 5=performs independently

ASSESSMENT

1. Obtains appropriate history for comprehensive, interval, or acute episodic visits.
N/A 0 1 2 3 4 5

2. Performs the indicated exam in an organized, timely manner (i.e., physical, developmental and/or mental status).
N/A 0 1 2 3 4 5

DIAGNOSIS

3. Formulates appropriate diagnoses, including differentials and rule-outs.
N/A 0 1 2 3 4 5

4. Provides rationale for diagnoses. N/A 0
1 2 3 4 5

5. Interprets tests, procedures, and/or screening findings. N/A 0
1 2 3 4 5

6. Includes health maintenance, disease prevention, and/or health restoration.
N/A 0 1 2 3 4 5

MANAGEMENT

7. Prescribes appropriate pharmacological therapies. N/A 0
1 2 3 4 5

8. Orders indicated diagnostic tests/procedures as appropriate. N/A 0
1 2 3 4 5

9. Performs clinical procedures as indicated. N/A 0
1 2 3 4 5

10. Provides health maintenance, disease prevention and/or disease management, education and counseling. N/A 0
1 2 3 4 5

11. Orders consults and/or referrals as indicated. N/A 0
1 2 3 4 5

12. Designates follow up as appropriate. N/A 0
1 2 3 4 5

13. Includes client in decision-making. N/A 0
1 2 3 4 5

14. Works collaboratively with health care personnel. N/A 0
1 2 3 4 5

PRESENTATION/DOCUMENTATION

15. Oral presentation is succinct and accurate. N/A 0
1 2 3 4 5

16. Written documentation is succinct, complete, and accurate. N/A 0
1 2 3 4 5

ROLE

17. Seeks and accepts constructive criticism. N/A 0
1 2 3 4 5

18. Uses effective communication skills. N/A 0
1 2 3 4 5

19. Presents a professional demeanor appropriate for clinical setting
ie. appearance, dress, behavior, and language). N/A 0
1 2 3 4 5

Did the student communicate learning needs and objectives to preceptor?
Yes _____ No _____

COMMENTS:

STRENGTHS:

AREAS NEEDING IMPROVEMENT:

SUGGESTIONS:

Preceptor Signature: _____ **Telephone Number:**

Preceptor Name (Print): _____

Would you like the student's advisor to contact you to discuss this student? Yes _____ No _____

Thank you for taking the time to complete this Evaluation Form. Please return the completed form to Faculty.



PRECEPTOR AGREEMENT

I have reviewed the preceptor packet. I can provide the student with clinical experiences that meet the requirements as outlined in the material covered.

I agree to accept the responsibilities as outlined in the preceptor packet.
I understand that there will be no remuneration for the service.

I will review the syllabi, course objectives, scope of practice and NP competencies and agree to submit the required evaluation form(s) to the faculty at midterm and final

I _____ agree to serve as a preceptor for the nurse practitioner students, _____ for course # _____ semester/year _____ for a total of _____ semester hours and adhere to rules and regulations Preceptor guidelines.

Returning Preceptor First Time Preceptor.

Specialty Area: _____

If your are precepting for the first time place complete the next two pages and submit along with your Curriculum Vitae/Resume.

Preceptor Signature _____ Date _____

Preceptor Agency _____ Preceptor Phone _____

Preceptor Address _____ Fax Number _____

City/State/ZIP _____ Email _____



Universidad del Turabo
School of Health Sciences
Nursing Department
NP Program - Preceptor Biographical Data Sheet

NAME _____ DATE _____

CREDENTIALS _____

SPECIALTY _____

EMAIL _____

INSTITUTIONAL AFFILIATION _____

OFFICE _____

ADDRESS _____

CITY _____ STATE _____

ZIP _____

PHONE NUMBERS: _____

CELLULAR _____ FAX _____

CONTACT PERSON IN YOUR AGENCY _____

CONTACT PERSON PHONE NUMBER _____ EXT _____

PROFESSIONAL LICENSE NUMBER _____ EXP. DATE _____

CERTIFICATION YES NO Type _____ EXP. _____

ACADEMIC BACKGROUND

College or University	Degree	Date



ORGANIZATIONS AND PROFESSIONAL ASSOCIATIONS

- 1. _____
- 2. _____
- 3. _____

This confidential document is kept secured at the UT, NP Program Director's Office.

APPENDIX D
LANGUAGE LAB / E-LAB DOCUMENTATION

Apéndice D

**Información acerca del Laboratorio de Idiomas y
el E-Lab**

Appendix D

Language Lab and E-Lab Information

Apéndice D

Información acerca del Laboratorio de Idiomas y el E-Lab

El Laboratorio de Idiomas y el E-Lab están diseñados para ayudar a los estudiantes a desarrollar sus habilidades lingüísticas en inglés y en español y a lograr los objetivos de aprendizaje a lo largo de su carrera. Ambos cuentan con una amplia variedad de ejercicios visuales y auditivos en línea, recursos de investigación y actividades de escritura guiada, que les permiten a los alumnos mejorar sus habilidades de comprensión auditiva y de lectura, pronunciación, desarrollo de vocabulario, gramática y escritura.

El Laboratorio de Idiomas también ofrece una gran cantidad de páginas web de English for Speakers of Other Languages (ESOL, por sus siglas en inglés: Inglés para hablantes de otros idiomas) que han sido seleccionadas cuidadosamente. Así también, cuenta con otras páginas electrónicas en español, con el fin de satisfacer las necesidades de los estudiantes. Además, el Laboratorio de Idiomas y el E-Lab cuentan con otras aplicaciones informáticas que fomentan el aprendizaje del idioma y del contenido académico, tales como Tell Me More, NetTutor y Blackboard Collaborate.

Tell Me More es un sistema eficaz para aprender inglés y español, que les permite a los estudiantes reforzar sus destrezas y además cumplir con las horas de laboratorio que requieren sus clases. Para poder usar este programa, los estudiantes necesitan Internet, el navegador Internet Explorer y acceso a la plataforma Blackboard.

Inicialmente, el sistema evalúa el nivel de conocimiento de los estudiantes y crea un programa de aprendizaje, adaptado a las especificidades de lenguaje de cada uno, lo que permite medir el progreso individual. Los alumnos pueden mejorar su pronunciación, gramática y destrezas auditivas, desde el nivel de principiante hasta el nivel avanzado, con dos perfiles diferentes: lenguaje cotidiano y lenguaje de negocios.

NetTutor es un servicio de tutoría en línea, que cuenta con tutoría en directo para materias cuánticas y de computación (tiene horarios fijos). En los cursos en los que no se ofrece tutoría en directo, los estudiantes pueden publicar sus dudas, las cuales se contestarán en un lapso de 72 horas. El sistema también cuenta con un banco de preguntas y respuestas frecuentes, que está disponible 24 horas al día, los siete días de la semana. NetTutor puede accederse remotamente, siempre y cuando cuente con conexión a Internet. Este servicio ofrece tutorías en las siguientes materias:

- Inglés (disponible para todos los cursos)
- Español (disponible para todos los cursos)
- Estadísticas (el estudiante debe estar matriculado en el curso)
- Matemáticas (el estudiante debe estar matriculado en el curso)
- Contabilidad (el estudiante debe estar matriculado en el curso)
- Sistemas de información computarizada (el estudiante debe estar matriculado en el curso)

Blackboard Collaborate es una herramienta electrónica que, entre otros aspectos, promueve el uso de la voz en línea para que los alumnos y el facilitador interactúen y para desarrollar material didáctico. Los estudiantes usan Blackboard Collaborate para participar en los foros de discusión oral en línea, preparar presentaciones orales, enviar mensajes de voz y cumplir con otras asignaciones. La aplicación principal de uso de voz se llama Voice Authoring, que cuenta con las siguientes herramientas:

- **Voice Board:** puede publicar y escuchar mensajes orales en un foro de discusión en línea y postear comentarios orales y escritos.
- **Voice E-mail:** sirve para enviar correos electrónicos con mensajes de voz y escritos.
- **Voice Podcaster:** facilita la creación y distribución de mensajes orales de los participantes.

Appendix D:

Language Lab and E-Lab Information

The Language Lab and E-Lab are designed to help students strengthen their linguistic skills in English and Spanish and to fulfill the content objectives of the course. Both labs count on a wide variety of visual and auditory on-line exercises, Internet-based research, and guided writing activities that allow students to improve their listening and reading comprehension skills, pronunciation, vocabulary building, grammar, and writing.

The Language Lab also offers a package of several carefully selected English for Speakers of Other Languages (ESOL) websites, as well as other Spanish web pages designed to meet the students' needs. Additionally, the Language Lab and E-Lab provide other software applications, such as Tell Me More, NetTutor and Blackboard Collaborate, that promote language and academic content learning.

Tell Me More is an effective system for English and Spanish learning that allows students to strengthen their skills and fulfill the language lab hours required in their classes. Students must have Internet connection, Internet Explorer browser, and access to Blackboard to be able to use this program.

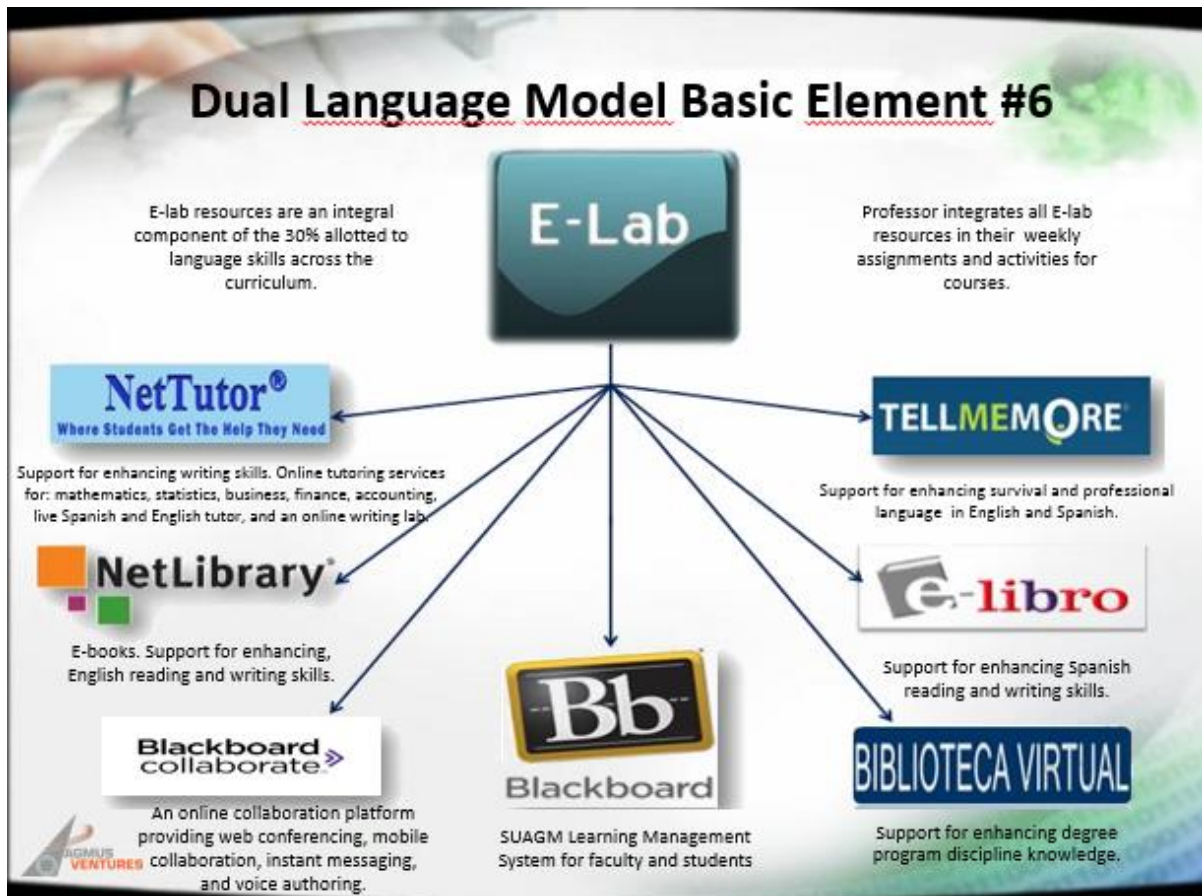
The system initially assesses students' knowledge and creates a learning path specifically tailored to each student's needs, thus allowing facilitators to measure every student's progress. Students can improve their pronunciation, grammar and listening skills, from beginner to advanced levels, with two different profiles: everyday language and business oriented language.

NetTutor is an online tutoring service which provides live tutoring for numerical and computer classes (scheduled hours apply). Students can post their questions for classes which do not offer live tutoring. These will be answered within 72 hours. The system also has a "Frequently Asked Questions" section available 24/7. NetTutor can be accessed remotely with an Internet connection. This service offers tutoring for the following subjects:

- English (available for all courses),
- Spanish (available for all courses),
- Statistics (student must be enrolled in the course),
- Mathematics (student must be enrolled in the course),
- Accounting (student must be enrolled in the course), and
- Computer Information Systems (student must be enrolled in the course).

Blackboard Collaborate is an electronic tool that, among other aspects, promotes the use of voice online, allowing students and the facilitator to interact and to develop academic content. Students use Blackboard Collaborate to participate in oral online discussion forums prepare oral presentations, send voice e-mails, and complete other assignments. The main voice application is Voice Authoring which includes the following tools:

- **Voice Board:** allows participants to post and listen to voice messages on discussion boards and to post oral and written comments.
- **Voice E-mail:** allows participants to send voice and written messages via e-mail.
- **Voice Podcaster:** facilitates the creation and distribution of participants' voice messages.



Documentación del Laboratorio de Idiomas/E-Lab

July 7, 2013.

Documentación del Laboratorio de Idiomas/E-Lab

Instrucciones: Cada estudiante llenará los siguientes formularios y los entregará al facilitador para que los considere como parte de los criterios de evaluación de la clase.

Sistema Universitario Ana G. Méndez

Registro de asistencia del Laboratorio de Idiomas/E-Lab

Nombre del estudiante: _____

Número de estudiante: _____

Curso: _____

Nombre del facilitador: _____

Semestre: _____ **Periodo lectivo (PT):** _____

Documentación del Laboratorio de Idiomas/E-Lab

Instrucciones: Cada estudiante debe llenar este formulario y enviarlo semanalmente al facilitador como parte de la evaluación de la clase, que está basada en las tareas que asignó el facilitador.

Áreas de oportunidad y asignaciones provistas por el facilitador	Fecha	Recursos electrónicos que usó y las tareas que completó	Laboratorio Sala de cómputos (AGM) Práctica fuera del campus (F)	Firma del representante de la facultad o del laboratorio
		Tell Me More		
		NetTutor		
		Herramientas de Blackboard Collaborate		
		Investigación electrónica (Biblioteca Virtual)		
		Actividades de las páginas electrónicas en inglés y español		

Total de horas: _____

Language Lab/E-Lab Documentation

Instructions: Each student will complete the following forms and give them to the facilitator to be included as part of the assessment criteria for the class.

Ana G. Méndez University System

Language Lab/E-Lab Attendance Log

Student's Name: _____

Student's ID Number: _____

Course: _____

Facilitator's Name: _____

Semester: _____ **PT:** _____

Language Lab/E-Lab Documentation

Instructions: Each student should complete this form and submit it weekly to the facilitator as part of the class evaluation based on assignments given by the facilitator.

AREAS OF IMPROVEMENT AND ASSIGNMENTS PROVIDED BY FACILITATOR	DATE	ELECTRONIC RESOURCES USED AND TASKS COMPLETED	AGM CLASSROOM LAB. (L) OFF-CAMPUS PRACTICE (O)	STAFF/FACULTY SIGNATURE
		Tell Me More		
		NetTutor		
		Blackboard Collaborate Tools		
		Internet-Based Research (Virtual Library)		
		English and/or Spanish Websites Activities		

Total number of hours: _____

APPENDIX E
NURS-510 PROJECT

July 7, 2013.

Appendix E/ Apéndice E**Description**

This project includes two activities related to a case study. The first activity requires the completion of a nursing documentation exercise named SOAP (i.e., Subjective, Objective, Assessment, and Plan) Note, a two page descriptive essay and an oral presentation in the English language. The second activity is an oral presentation in the Spanish language. The student will utilize the information in a hypothetical case (provided) to develop the SOAP Note for activity 1 and the oral presentation for activity 2. This entire project promotes the development of skills in the facilitation of efficient communication through medical records as expected of professionals in the field of Advance Practice Nursing. The facilitator will use the rubrics (Appendix E-1 and E-2) at the end of the project to assess the final reports and the oral presentations submitted by students.

Case Study for Both Activities

J.S is a 2 year old child who presents to the primary care provider's office with a temperature of 101.8 F, Her mother reports that for the past 2 days she has been tugging on her right ear, producing a moderate amount of yellow nasal drainage, and has been very irritable. On physical examination you discover that the tympanic membrane is erythematous, bulging, and has decreased motility. The mother states that the child's appetite is normal, and denies any vomiting or diarrhea. The child's history is negative for previous ear infections, congenital syndrome, and prematurity. Immunizations are up to date and no one else in the family has experienced these symptoms. The mother states that the child has started attending day care 2 weeks ago.

Activity 1: Nursing Documentation Exercise – SOAP Note (English)

Introduction

The purpose of the SOAP Note is to assess the student's abilities to use this standard format in the integration of medical entries into the clinical records of patients in advanced nursing practices. Through the completion of required steps in client interviewing, collection of clinical data, and analysis of information, the student develops advanced skills in the organization of clinical information. These skills facilitate the communication among all health care professionals who directly care for a patient. This activity enhances student's preparation as a highly qualified professional in primary care settings. With the SOAP Note, the student will include a two page essay describing the rationale used to develop the document. This essay must also include a list of references that guarantee the application of evidence-based practice skills. An oral presentation of the most relevant aspects of the SOAP Note is also part of this activity. The three parts of this activity must be completed in the English language.

General Instructions

1. Read all the instructions for Activity 1 before completing any of the steps required.
2. Activity 1 and its three parts must be submitted in Workshop Six
3. Submit two copies of Activity 1 as specified below:
 - a. The first copy must include a cover page formatted in APA style, including your name and student number.
 - b. The second copy must include a cover page formatted in APA style, but this time only include you student number, not your name. The facilitator will submit the second copy to the Academic Director of the campus.
4. Activity 1 is composed of the following three parts

- a. SOAP Note
- b. Two page essay
- c. Oral presentation

Instructions for the SOAP Note

1. Read the case study provided and write a SOAP Note to include the following sections:

d. Section 1: Subjective Data

- i. Demographic Data
- ii. Chief Complaint
- iii. History of present illness
- iv. Past medical history
- v. Review of systems
- vi. Medication reconciliation

e. Section 2: Objective Data

- i. Vital signs
- ii. Physical examination
- iii. Laboratory Results
- iv. Test Diagnostic Results

f. Section 3: Assessment

- i. Differential Diagnosis
- ii. Diagnosis
- iii. Analysis of the diagnosis

g. Section 4: Plan

- i. Education and Health Promotion

- ii. Pharmacological Treatment
 - iii. Non pharmacological Treatment
 - iv. Follow-up
5. Write the SOAP Note in English using the conventions and standards for the profession.
 6. Use the 6th edition of the *Publication Manual of the American Psychological Association* (APA guidelines).

Instructions for the Two Page Essay (English)

1. In two pages, describe the rationale used for determining the Assessment and Plan sections of the SOAP Note.
2. Include in text references as well as a list of references (this may exceed the two page paper).
3. Use the rubric for the writing of effective paragraphs *Paragraph Construction Rubric*, in Appendix F. The facilitator will evaluate the paragraph structure using the rubric.
4. Use *The Six Writing Traits for Analytic Writing Scoring Rubrics* in Appendix A to write your report. The facilitator will use this rubric to evaluate your work.
5. Use the 6th edition of the *Publication Manual of the American Psychological Association* (APA guidelines), as reference to format your paper.
6. Fill the Student Opinion Form E-4 and submit with Activity 1.

Instructions for the Oral Presentation for activity 1 (English)

1. Design a 6-slide MS PowerPoint in Standard English.
2. Describe the most relevant aspects of the SOAP Note and the rationale used.
3. Use as guide the *Rubric to Evaluate Oral and Audiovisual Presentations for Individuals and Groups* in Appendix G.

4. Sign and submit the Authorization and Release form found in Appendix E-3
5. Make sure that your oral presentation is video recorded.

Actividad 2: Presentación sobre el manejo de una enfermedad (español)

Introducción

Con la presentación en MS PowerPoint el estudiante elabora sobre su conocimiento acerca del manejo actual de una condición médica. A través del análisis de los aspectos relacionados con la patología, tratamientos farmacológicos y no farmacológicos, el estudiante elaborará un plan de tratamiento para la condición diagnosticada en la Actividad 1, incluyendo la promoción de la salud a través de la educación de acuerdo con las guías y protocolos actuales. A través de la Actividad 2, el estudiante refleja conocimiento para desarrollar el plan de tratamiento en un nivel de atención primaria. Para esta actividad es necesario haber completado la Actividad 1.

Instrucciones para la presentación oral

1. Lea todas estas instrucciones de la Actividad 2 antes de comenzar a trabajar en ella.
2. Utilice como guía la *Rúbrica para Evaluar la Presentación Oral y Audiovisual, Individual/Grupo*, en el Apéndice G.
3. Incluya la información siguiente en la presentación:

Sección 1: Presentación

- a. Portada
- b. Cinco objetivos de la presentación

Sección 2: Contenido

- a. Promoción de salud y educación
 - i. Prevención y exámenes preventivos
 - ii. Identificación de factores de riesgos
- b. Tratamiento no farmacológico

- i. Consideraciones de las prácticas culturales del cliente
- ii. Consideraciones de las prácticas de salud del cliente
- iii. Consideraciones de las creencias del cliente
- c. Tratamiento farmacológico
 - i. Tratamiento de primera elección
 - ii. Tratamiento de segunda elección
 - iii. Tratamiento cuando hay alergias
- d. Seguimiento al cliente
 - i. Consideraciones sobre el protocolo actual de la enfermedad
 - ii. Consideraciones relacionadas con la consulta apropiada con el médico especialista.
 - iii. Consideraciones sobre cuando haya que hospitalizar
 - iv. Consideraciones sobre posibles complicaciones.

Sección 3: Referencias

- a. Referencias actualizadas en los últimos cinco años.
 - b. Referencias tomadas de fuentes confiables y profesionales.
 - c. Referencias organizadas en APA.
4. Refleje las normas de la sexta edición Manual APA (sexta edición).
5. Entregue a su facilitador dos copias escritas de la presentación oral. Ambas copias deben incluir las notas a presentar:
- a. La primera copia debe incluir una portada en formato APA, incluyendo su nombre y número de estudiante.
 - b. La segunda copia debe incluir una portada en formato APA, incluyendo su número de estudiante, pero no su nombre. La segunda copia no debe incluir su nombre completo,

sino su número de estudiante solamente. El facilitador le entregará esta copia al Director Académico del centro.

6. Firme y entregue la forma Authorization and Release que se encuentra en el Apéndice E-3.
7. Entregue y lleve a cabo la presentación oral durante el Taller Siete
8. Asegúrese de que el facilitador haya coordinado la disponibilidad de los recursos necesarios para llevar a cabo la grabación de su presentación.
9. Asegúrese de que su presentación oral sea grabada en video.
10. Llene el formulario de Opinión del Estudiante E-5 y entregue al facilitador junto con su trabajo final.

Appendix E-1 - Assessment Rubric for the SOAP Note and Rationale Paper

Grade Calculation for the Content Portion of the SOAP Note (i.e., 70% of the Final Grade)

To calculate the grade for the assignment, count vertically the number of marks obtained in a column. Then, write the result of each column on the right-side blank next to the multiplication sign located in the last row of the rubric. Multiply the assigned value (i.e., 4, 3, 2, and 1) for each column by the result obtained in the column. Finally, add the products of these multiplications, and enter the grand total in the space provide in Table A, *Assessment Criteria for Nursing Documentation Exercise*, at the end of the rubric.

Program Objective	Excellent	Very Good	Acceptable	Needs Improvement
2. Foster a high degree of professionalism as a key member of the interdisciplinary team, advocating for health promotion and disease prevention in a variety of settings.	<p>Section 1, 2, 3 and 4 Documentation is clear and well organized. Appropriate medical terminology in the English language is used. Redundant (repetitious) words, phrases, and other distracting information are omitted. Format follows a standard. Narratives for head to toe and follow up notes have a logical flow.</p>	<p>Section 1, 2, 3 and 4 Documentation meets criteria for "excellent" but there is occasional redundant or distracting information. Appropriate medical terminology in the English language is used. Documentation meets criteria for clarity but needs to be better organized. Documentation occasionally strays from standard format for head to toe documentation but the reader is able to determine findings with minimal difficulty</p>	<p>Section 1, 2, 3 and 4 Documentation meets criteria for clarity but needs to be better organized. Appropriate medical terminology in the English language is used with 1 spelling or grammatical error at most. Documentation occasionally strays from standard format from logical sequence for head to toe documentation but the reader is able to determine findings with difficulty.</p>	<p>Section 1, 2, 3 and 4 Documentation does not meet expectations for this level as evidenced by either of the following: lay terminology, illogical sequencing, missing essential elements, and/or more than 2 spelling or grammatical errors. Plagiarism noted from other health care provider notes.</p>
	<p>Section 1 - Subjective assessment of health status is fully explicated and targeted toward the reason for presentation without the inclusion of extraneous information.</p>	<p>Section 1 - Subjective assessment is missing 1 element needed for adequate evaluation of the patient's problem.</p>	<p>Section 1 - Subjective assessment is missing 2 elements needed for adequate evaluation of the patient's problem. Includes irrelevant information.</p>	<p>Section 1 - Subjective assessment is missing more than 2 critical elements needed for adequate evaluation of the patient's problem. Irrelevant information</p>

	assessment is fully developed and includes location, duration, timing, character, severity provocative/palliative factors and/or other features appropriate for the reason for presentation. Note specific and detailed			predominates subjective assessment
	Section 2 - Objective assessment of health status is fully explicated Physical exam includes vital signs, height and weight for as appropriate, and any relevant data related to focused full head to toe assessment of patient	Section 2 - Objective assessment is missing an element needed for adequate evaluation of the patient's problem. Includes irrelevant information in assessment of full focused head to toe evaluation	Section 2 - Two or more elements needed for adequate evaluation of a patient's problem is missing from the subjective and/or objective assessment.	Section 2 - Objective assessment is not developed and/or the assessment is inappropriate for the patient's age, gender, and/or inappropriate for the presenting problem.
3. Produce graduates with the ability to apply evidence-based interventions in the workplace and willing to continuously develop advanced practice nursing skills throughout their nurse practitioner career.	Section 4 -Plan is appropriate for the diagnosis and accurately addresses the problem identified. Plan is economically sound. Plan includes plans for evaluation/follow-up care (as appropriate). Plan is individualized to the patient's age and development, culture, religion, family, environment, education, and/or any other unique concerns uncovered in assessment.	Section 4 Plan is appropriate and meets above criteria but is "generic" rather than individualized to the patient.	Section 4 Plan is inadequate to fully address the identified problem. Expansive or overwhelming for the client or healthcare system OR Needs to consider alternative features for optimal outcomes	Section 4 Plan is inappropriate, lacking essential components related to final diagnoses, or neglects patient education and follow-up.

	Section 3 and 4 - Evidence of correct application of evidence-based guidelines without omission to assessment, diagnosis, plan, patient education, or follow-up	Section 3 and 4 - Includes only one minor error in the application or omission of evidence-based guidelines to assessment, diagnosis, plan, patient education, or follow-up	Section 3 and 4 - Includes 2 or more errors in the application or omission of evidence-based guidelines to assessment, diagnosis, plan, patient education, or follow-up	Section 3 and 4 - Incorrectly or fails to apply evidence-based guidelines to assessment, diagnosis, plan, patient education, or follow-up.
8. Promote an evidence-based practice clinical setting.	Two page Essay – Rationale Document explains rationale of recommended plan and cites updated (less than 5 years old) references for at least 3 recommendations	Two page Essay – Rationale Document explains rationale of recommended plan and cites updated (less than 5 years old) references for at least 2 recommendations	Two page Essay – Rationale Document explains rationale of recommended plan and cites references for at least 1 recommendations	Two page Essay – Rationale. The rationale of recommended plan is not clear and does not cite any references recommendations made.
	Section 3 - Greater than 3 appropriate differential diagnoses considered and evidence that final diagnoses was determined utilizing evidence-based research as applied to subjective and objective assessments	Section 3 Minimum of 3 differential diagnoses considered and appropriate final diagnoses selected for subjective and objective assessment	Section 3 Limited differential diagnoses considered (less than 3) and/or final diagnoses only minimally applicable for subjective and objective assessment	Section 3 Lacks differential diagnoses and/or final diagnosis is inappropriate or unacceptable for subjective and objective assessment
Program Objective	Excellent 4 x _____ = _____.	Very Good 3 x _____ = _____.	Acceptable 2 x _____ = _____.	Needs Improvement 1 x _____ = _____.

Table A

Assessment Criteria for the Nursing Documentation Exercise

Point Distribution	Letter Grade	Description	Grand Total	Obtained Letter Grade	General Comments
22 – 28	A	Excellent			
15 – 21	B	Very Good			
8 – 14	C	Satisfactory			
0 – 7	D	Needs Improvement			

Apéndice E-2 - Evaluación de la presentación sobre el manejo de una enfermedad

Instrucciones para el cálculo de la calificación de la presentación sobre el manejo de una enfermedad (i.e., 70% contenido)

Para calcular la calificación de este trabajo, cuente verticalmente el número de marcas obtenidas en una columna. Luego, escriba el resultado de cada columna en el espacio en blanco a la derecha del signo de multiplicación que se encuentra en la última fila de la matriz. Multiplique el valor asignado (i.e., 4, 3, 2 y 1) a cada columna por el resultado obtenido en cada columna. Finalmente, sume los productos de estas multiplicaciones y escriba el total general en el espacio correspondiente en la Tabla B, *Criterios para la evaluación de la Presentación sobre el manejo de una enfermedad*, que se encuentra al final de la matriz.

Objetivo del programa	Excelente	Muy bien	Aceptable	Necesita mejora
2. Fomentar un alto grado de profesionalismo como un miembro clave de equipo interdisciplinario, abogando por la promoción de la salud y prevención de enfermedades en una variedad de escenarios.	La sección 1 de la presentación contiene los elementos necesarios. El título resume el contenido de la presentación en menos de 12 palabras. Los objetivos están bien formulados. Existen elementos adicionales no requeridos.	La sección 1 de la presentación contiene los elementos necesarios. El título resume el contenido de la presentación en 12 palabras. Los objetivos están bien formulados. No existen elementos adicionales no requeridos.	La sección 1 de la presentación contiene los elementos necesarios pero con deficiencias menores. El título resume el contenido de la presentación en 13 palabras. Los objetivos tienen pequeñas dificultades.	La sección 1 de la presentación contiene los elementos necesarios pero con mayores deficiencias. El título resume el contenido de la presentación en 14 o más palabras. Los objetivos no están bien formulados.
	Las secciones 2.a. y 2.b. de la presentación contienen los elementos requeridos en forma clara y precisa con ejemplos no requeridos.	Las secciones 2.a. y 2.b. de la presentación contienen los elementos requeridos y sin ejemplos no requeridos.	Las secciones 2.a. y 2.b. de la presentación contienen los elementos requeridos con deficiencias menores.	Las secciones 2.a. y 2.b. de la presentación contienen los elementos requeridos en forma imprecisa y con graves deficiencias.
	Las secciones 2.c. y 2.d. 3 de la presentación contienen los elementos requeridos. El tratamiento y el seguimiento se	Las secciones 2.c. y 2.d. 3 de la presentación contienen los elementos requeridos. El	Las secciones 2.c. y 2.d. 3 de la presentación contienen los elementos requeridos con	Las secciones 2.c. y 2.d. 3 de la presentación contienen los elementos requeridos con graves deficiencias. El

	alinean con la prevención y educación aceptadas en la disciplina. Hay información adicional no requerida.	tratamiento y el seguimiento se alinean con la prevención y educación aceptadas en la disciplina. No hay información adicional no requerida.	pequeñas deficiencias. El tratamiento y el seguimiento se alinean con la prevención ni la educación en la disciplina, pero con pequeñas deficiencias.	tratamiento y el seguimiento no se alinean con la prevención ni la educación en la disciplina.
	La sección 3 de la presentación incluye los elementos requeridos con detalles adicionales que no exigidos.	La sección 3 de la presentación tiene los elementos requeridos sin detalles adicionales no exigidos.	La sección 3 de la presentación incluye los elementos requeridos pero con pequeñas dificultades.	La sección 3 de la presentación incluye los elementos requeridos pero con graves dificultades.
3. Producir graduados con la capacidad de aplicar las intervenciones basadas en evidencias en el lugar de trabajo y dispuestos a desarrollar continuamente habilidades a lo largo de su carrera de enfermera practicante de enfermería de práctica avanzada.	Las secciones 2.a. y 2.b. de la presentación reflejan los elementos requeridos. La información refleja el conocimiento sobre los signos y síntomas del cliente.	Las secciones 2.a. y 2.b. de la presentación omiten un elemento requerido. La información refleja conocimiento sobre los signos y síntomas del cliente.	Las secciones 2.a. y 2.b. de la presentación reflejan los elementos requeridos. Se observan pequeñas deficiencias en el conocimiento sobre los signos y síntomas del cliente.	Las secciones 2.a. y 2.b. de la presentación reflejan los elementos requeridos. Se observan graves deficiencias en el conocimiento sobre los signos y síntomas del cliente.
	Las secciones 2.c. y 2.d. 3 de la presentación contienen los elementos requeridos. Se relacionan con la capacidad de aplicar las intervenciones basadas en evidencias. Hay información adicional no requerida.	Las secciones 2.c. y 2.d. 3 de la presentación tienen los elementos requeridos. Se relacionan con la capacidad de aplicar las intervenciones basadas en evidencias. No hay información adicional no requerida.	Las secciones 2.c. y 2.d. 3 de la presentación tienen los elementos requeridos pero con pequeñas deficiencias. No se relacionan con la capacidad de aplicar las intervenciones basadas en evidencias.	Las secciones 2.c. y 2.d. 3 de la presentación tienen los elementos requeridos pero con graves deficiencias. No se relacionan con la capacidad de aplicar las intervenciones basadas en evidencias.
	La sección 3 de la presentación incluye los	La sección 3 de la presentación incluye	La sección 3 de la presentación incluye	La sección 3 de la presentación incluye los

	elementos requeridos con detalles adicionales que no exigidos.	los elementos requeridos sin detalles adicionales.	los elementos requeridos con pequeñas deficiencias.	elementos requeridos con graves deficiencias.
	Las secciones 2.a. y 2.b. de la presentación reflejan los elementos requeridos. La información refleja el conocimiento práctico y clínico.	Las secciones 2.a. y 2.b. de la presentación reflejan los elementos requeridos. La información refleja el conocimiento clínico.	Las secciones 2.a. y 2.b. de la presentación reflejan lo requerido. El contenido tiene pequeñas deficiencias en el conocimiento práctico y clínico.	Las secciones 2.a. y 2.b. de la presentación reflejan lo requerido. El contenido tiene graves deficiencias ya que no refleja el conocimiento práctico y clínico.
8. Promover a un ajuste clínico-práctico basado en la evidencia.	Las secciones 2.c. y 2.d. 3 de la presentación tienen los elementos requeridos. Se relacionan con la capacidad de aplicar las intervenciones basadas en evidencias práctico-clínicas.	Las secciones 2.c. y 2.d. 3 de la presentación tienen los elementos requeridos. Se relacionan con la capacidad de aplicar las intervenciones basadas en evidencias clínicas.	Las secciones 2.c. y 2.d. 3 de la presentación tienen los elementos requeridos, pero con pequeñas deficiencias. Se relacionan con las evidencias práctico-clínicas.	Las secciones 2.c. y 2.d. 3 de la presentación tienen los elementos requeridos, pero con graves deficiencias. No se relacionan con las evidencias práctico-clínicas.
	La sección 3 de la presentación incluye los elementos requeridos con detalles adicionales no exigidos.	La sección 3 de la presentación incluye los elementos requeridos sin detalles adicionales no exigidos.	La sección 3 de la presentación incluye los elementos requeridos pero con pequeñas deficiencias.	La sección 3 de la presentación incluye los elementos requeridos pero con graves deficiencias.
	Excelente 4 x _____ = _____.	Muy bien 3 x _____ = _____.	Aceptable 2 x _____ = _____.	Necesita mejorar 1 x _____ = _____.
Objetivo del programa				

Tabla B

Crterios para la evaluaci3n de la actividad 2

Distribuci3n de los puntos	Calificaci3n en letra	Descripci3n	Total general	Calificaci3n	Comentarios
37 – 48	A	Excelente			
25 – 36	B	Muy bien			
13 – 24	C	Satisfactorio			
0 – 12	D	Necesita mejorar			

Appendix E-3- Authorization and Release

I, _____,
residing at _____,
hereby grant to **ANA G. MENDEZ UNIVERSITY AND AGMUS VENTURES, INC.**, and its faculty, employees, agents, licensees, affiliates, customers and personnel who are acting on its behalf (collectively, “the University”) the absolute and irrevocable right and permission throughout the world and in perpetuity, to use any photographs, films, or audio or video recordings owned, controlled, licensed or authorized by the University of any event, function or activity which the University produces, sponsors or participates in (the “Program”) that contain my name, voice, image, photograph or other likeness, information about myself, any oral or written quotes, testimonials, statements, profiles, or other related materials (collectively, the “Materials”) in any and all markets, media or technology, whether now known or hereafter devised, in perpetuity or for so long as the law grants me rights therein, throughout the universe. The University may claim and register copyrights in the Program and Materials in the University’s own name or any other name that it may choose, and the University will own solely and exclusively the Program and Materials and the full right of disposition thereof in any manner whatsoever, including the sale thereof. The University may exercise any of these rights itself or through any successors, transferees, licensees, distributors or other parties, commercial or nonprofit, and assign the rights granted hereunder to any third party without my consent.

I hereby release and discharge the University from any and all claims and demands whatsoever arising out of or in connection with any use of the Materials. I agree that I will have no legal interest in the Materials in and understand that the Materials will become the property of the University which has the right to edit, exhibit, duplicate, distribute, sell, rent, or use in any manner said materials worldwide and in perpetuity, for any other purpose whatsoever, including without limitation, publicity, marketing, advertising, fundraising and/or trade. I acknowledge receipt of good and valuable consideration in exchange for this release. I understand that the University is relying on the foregoing in the production, promotion, distribution, and exploitation of the Program and Materials. This Authorization and Release shall be irrevocable and I shall have no right to enjoin, restrain, or in any way interfere with the production, promotion, distribution, and/or exploitation of any Materials by the University, or any rights therein. I

July 7, 2013.

understand that my agreement to this Authorization and Release is voluntary. In the interest of being guided by a well-developed body of law in the event of a dispute, the parties agree that this Authorization and Release shall be interpreted in accordance with the laws of the State of Florida pertaining to agreements made and performed therein, and only the State and Federal Courts located in the State of Florida, County of Orange, shall have exclusive jurisdiction over all disputes hereunder.

This Authorization and Release shall inure to the benefit of the University's successors and assigns and shall be binding upon my heirs, successors, assigns and legal representatives.

I have read this Authorization and Release and fully understand its contents.

Dated: As of _____, 20_____

Signature

Print Name

Appendix E-4

Student Opinion for the Completion of Activity 1

No.	Parts of Activity 1	Very Difficult	Difficult	Acceptable	Easy
1.	Section 1: Subjective Data				
2.	Section 2: Objective Data				
3.	Section 3: Assessment				
4.	Section 4: Plan				
5	Two page paper				

Apéndice E-5

Opinión del estudiante sobre la actividad 2

No.	Secciones de la actividad 2	Muy difícil	Difícil	Aceptable	Fácil
1.	Sección 1: Presentación				
2.	Sección 2: Contenido				
3.	Sección 3: Referencias				

Apéndice F
Rúbrica de ensayo

Appendix F
Essay Rubric

Apéndice F**Rúbrica de ensayo**

Los estudiantes y los facilitadores deben utilizar esta rúbrica para evaluar los ensayos.

Nombre del estudiante: _____

Fecha: _____ **Tema:** _____

Instrucciones: Por favor refiérase a los criterios que evalúa y déjese llevar por la escala, de manera que asigne los puntos que mejor reflejen la escritura del ensayo del alumno. Cinco corresponde a la máxima puntuación, mientras uno refleja la puntuación mínima. También puede escribir sus comentarios (opcional).

Escriba una “X” en el encasillado que aplique a cada criterio. Para obtener el total, sume los números correspondientes hacia abajo y luego hacia el lado. Utilice la escala evaluativa para determinar la calificación final.

Criterios	5	4	3	2	1	Comentarios (opcional)
Contenido						
1. Propósito: El propósito o argumento central del escritor es evidente al lector.						
2. Contenido: La presentación de información relevante y legítima apoya el propósito o argumento central claramente y demuestra un análisis profundo de un tema significativo. El lector adquiere percepciones importantes.						
3. Organización: Las ideas están organizadas de manera lógica para apoyar el propósito o argumento. Las ideas fluyen fácilmente entre sí y están claramente vinculadas. El lector sigue el razonamiento con facilidad.						
4. Cautiva al lector y mantiene su interés a través del trabajo.						
5. Pensamiento crítico: Critica el contexto del discurso académico en términos de las suposiciones del estudiante. Integra diferentes maneras epistemológicas y disciplinarias de aprendizaje e incluye evidencia de autorreflexión y autoevaluación.						
6. Formula conclusiones basadas en lo investigado.						
7. Demuestra que entiende las ideas significativas para alcanzar organizadamente un nivel alto de comprensión.						
Lenguaje						
8. Demuestra dominio del español, incluyendo el vocabulario académico, la sintaxis y el flujo de ideas.						

9. Usa correctamente la ortografía, puntuación y el estilo APA.							
10. Emplea un nivel de formalidad del idioma que es apropiado para el tipo de documento.							
Totales (70 % para contenido y 30 % para lenguaje)							Total de puntos _____

Escala evaluativa	(0-50)
5 - Excelente	45-50 puntos = A
4 - Bueno	40-44 puntos = B
3 - Satisfactorio	35-39 puntos = C
4 - Necesita mejorar	30-34 puntos = D
5 - Inaceptable	0-29 puntos = F

Firma del facilitador: _____ **Fecha:** _____

Appendix F**Essay Rubric**

Student's Name: _____

Date: _____ Topic: _____

Students and facilitators are required to use this rubric to evaluate students' essays.**Instructions:**

1. Please refer to each criterion listed below in order to evaluate **students' essays**
2. Apply the points that best reflect the student's essay writing as follows:
(**5 = Highest, 1 = Lowest**)
3. Place an "X" in the box that applies for each criterion and feel free to write any comments.
4. To obtain the **Final Total Score**, add the corresponding numbers down and then across.
5. Use the **Grading Scale** to apply the final grade.

Criteria	5	4	3	2	1	Comments (optional)
Content						
1. Purpose: Writer's purpose or central argument is readily apparent to the reader.						
2. Content: Presentation of relevant and legitimate information clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.						
3. Organization: Ideas are arranged in a logical order to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. Reader can easily follow the line of reasoning.						
4. Writing is compelling. It hooks the reader and sustains interest throughout.						
5. Critical Thinking: Critiques context of the scholarly discourse in terms of the student's assumptions. Integrates different disciplinary and epistemological ways of learning and includes evidence of reflection and self-assessment.						
6. Draws conclusions based on research-based facts.						
7. Demonstrates a comprehensive grasp of significant ideas to reach a higher level of understanding in an organized manner.						
Language						
8. Demonstrates a command of the English language, including academic vocabulary, syntax, and flow of ideas.						
9. Uses spelling, punctuation, and APA style correctly.						
10. Uses a level of formality of language that is appropriate for the nature of the document.						

Totals (70% for content and 30% for language)							Total Points _____
---	--	--	--	--	--	--	------------------------------

<u>Grading Scale</u>	(0-50)
5 - Excellent	45-50 points = A
4 - Good	40-44 points = B
3 - Satisfactory	35-39 points = C
2 - Needs Improvement	30-34 points = D
1 - Unacceptable	0-29 points = F

Facilitator's Signature: _____ **Date:** _____

Apéndice G

Rúbrica de participación en clase

Appendix G

Class Participation Rubric

Apéndice G**Rúbrica de participación en clase**

Los estudiantes y los facilitadores deben utilizar esta rúbrica para evaluar la participación en clase.

Nombre del estudiante: _____

Fecha: _____

Tema: _____

Taller: _____

Instrucciones: Por favor refiérase a los criterios que evalúa y déjese llevar por la escala, de manera que asigne los puntos que mejor reflejen la participación en clase del alumno. Cinco corresponde a la máxima puntuación, mientras uno refleja la puntuación mínima. También puede escribir sus comentarios (opcional).

Escriba una “X” en el encasillado que aplique a cada criterio. Para obtener el total, sume los números correspondientes hacia abajo y luego hacia el lado. Utilice la escala evaluativa para determinar la calificación final.

Escala: 5 = Puntuación máxima 1 = Puntuación mínima	5	4	3	2	1	Comentarios (opcional)
Criterios de contenido						
1. Participación, recursos y herramientas de la clase y en línea: Participa activamente en todas las actividades de la clase, incluyendo las herramientas de Blackboard Collaborate y los foros de discusión.						
2. Iniciativa y creatividad: Demuestra iniciativa y creatividad en las actividades de la clase.						
3. Discusiones y comentarios (escritos y orales): Evidencia su interés en las discusiones que se presentan y expresa comentarios pertinentes, por escrito y oralmente, de manera oportuna.						
4. Publicación de trabajos y retroalimentación: Publica oportunamente el trabajo asignado, dando tiempo suficiente para recibir retroalimentación.						
5. Información adicional: Contribuye a la clase con material e información adicional.						
6. Atención y empatía: Demuestra atención y empatía hacia las opiniones y los argumentos de sus compañeros.						
7. Respeto sin prejuicios: Respeto las preguntas y planteamientos de los compañeros.						

Escala: 5 = Puntuación máxima 1 = Puntuación mínima	5	4	3	2	1	
Criterios de lenguaje						
8. Uso apropiado del español académico y técnico: Contribuye frecuentemente a las discusiones en clase y emplea el vocabulario académico y técnico, en español, con propiedad y corrección.						
9. Formulación y contestación de preguntas: Formula y contesta preguntas pertinentes al tema de la clase y utiliza el español con propiedad y corrección consistentemente.						
10. Expresividad y articulación: Habla claramente, sin errores gramaticales y pronuncia todos los términos correcta y precisamente.						
Subtotales (70 % de contenido y 30 % de lenguaje)						Total de puntos _____

Criterios de contenido (70 %)	Subtotales por criterio
Participación en clase y en línea	
Iniciativa y creatividad	
Discusiones y comentarios (escritos y orales)	
Publicación de trabajos y retroalimentación	
Información adicional	
Atención y empatía	
Respeto sin prejuicios	
Criterios de lenguaje (30 %)	
Uso apropiado del vocabulario académico y técnico	
Formulación y contestación de preguntas	
Expresividad y articulación	
TOTAL (Sume todos los subtotales para determinar la puntuación y calificación final.)	Puntuación final: ___/50 Calificación: _____

Escala evaluativa	(0-50)
5 - Excelente	45-50 puntos = A
4 - Bueno	40-44 puntos = B
3 - Satisfactorio	35-39 puntos = C
2 - Necesita mejorar	30-34 puntos = D
1 - Inaceptable	0-29 puntos = F

Firma del facilitador: _____ Fecha: _____

Appendix G**Class Participation Rubric**

Students and facilitators are required to use this rubric to evaluate students' class participation.

Student's Name: _____ **Date:** _____

Topic: _____ **Workshop:** _____

Instructions:

1. Please refer to each criterion listed below in order to evaluate the **students' class participation**.
2. Apply the points that best reflect the student's participation in class as follows:
(5 = Highest, 1 = Lowest)
3. Place an "X" in the box that applies for each criterion and feel free to write any comments.
4. To obtain the **Final Total Score**, add the corresponding numbers down and then across.
5. Use the **Grading Scale** to apply the final grade.

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Content Criteria						
1. Participation in Class or Online with Tools/Resources: Participates actively in all class activities, including the Blackboard Collaborate Tools and the Discussion Board.						
2. Initiative and Creativity: Demonstrates initiative and creativity in class activities.						
3. Discussions and Oral/Written Comments: Demonstrates interest in class discussions by posting relevant written and oral comments in a timely manner.						
4. Uploads and Feedback: Uploads required work in a timely manner, allowing for sufficient time for feedback.						
5. Additional Information: Contributes to class with additional material and information.						
6. Attention and Empathy: Demonstrates attention and empathy towards classmates' opinions and contributions.						
7. Respectful and Non-judgmental: Shows respect towards classmates' questions and expositions.						

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Language Criteria						
8. Proper Use of Academic and Technical Vocabulary: Contributes frequently to class discussions in English using proper and correct academic and technical vocabulary.						
9. Formulating and Responding to Questions: Formulates and responds to questions pertinent to the class topic correctly and consistently in English.						
10. Expressiveness/Articulation: Speaks clearly with no grammatical errors and pronounces all terms correctly and precisely.						
Subtotals (70% for Content and 30% for Language)						Total Points _____

Content Criteria (70%)	Subtotals per Criterion
Participation in Class or Online with Tools/Resources	
Initiative and Creativity	
Discussions and Oral/Written Comments	
Uploads and Feedback	
Additional Information	
Attention and Empathy	
Respectful and Non-judgmental	
Language Criteria (30%)	
Proper Use of Academic and Technical Vocabulary	
Formulating and Responding to Questions	
Expressiveness/Articulation	
TOTAL (Add all the totals to obtain the final score and grade.)	Final Score: ___/50 Grade: _____

Grading Scale	(0-50)
5 - Excellent	45-50 points = A
4 - Good	40-44 points = B
3 - Satisfactory	35-39 points = C
2 - Needs Improvement	30-34 points = D
1 - Unacceptable	0-29 points = F

Facilitator's Signature: _____ **Date:** _____

Apéndice H

Rúbrica de presentación oral y audiovisual individual/grupal

Appendix H

Individual/Group Oral and Audiovisual Presentation Rubric

Apéndice H Rúbrica de presentación oral y audiovisual individual/grupal

Deben utilizar esta rúbrica, tanto los estudiantes como los facilitadores.

Nombre del estudiante: _____

Fecha: _____

Tema: _____

Taller: _____

Instrucciones: Por favor refiérase a los criterios que evalúa y déjese llevar por la escala, de manera que asigne los puntos que mejor reflejen la presentación oral o audiovisual individual/grupal. Cinco corresponde a la máxima puntuación, mientras uno refleja la puntuación mínima. También puede escribir sus comentarios (opcional).

Escriba una “X” en el encasillado que aplique a cada criterio. Para obtener el total, sume los números correspondientes hacia abajo y luego hacia el lado. Utilice la escala evaluativa para determinar la calificación final.

Escala: 5 = Puntuación máxima 1 = Puntuación mínima	5	4	3	2	1	Comentarios (opcional)
Criterios de contenido						
1. Objetivos, ideas y principios: Introduce el tema efectivamente e identifica los objetivos, principios y las ideas de la presentación oral/audiovisual.						
2. Coherencia y claridad: Organiza la presentación para que sea coherente y fácil de seguir. Proyecta consistentemente los conceptos con un enfoque claro.						
3. Dominio del contenido: Domina y explica el contenido apropiadamente, sin cometer errores.						
4. Vínculo con el material de la clase: Basa las ideas y argumentos en el material y los recursos de la clase.						
5. Captación de la audiencia: Captura la atención y el interés de la audiencia y promueve su participación, si aplica.						
6. Alto nivel de comprensión: Evidencia un alto y claro nivel de comprensión de las ideas significativas.						
7. Tipografía y diseño gráfico: La tipografía y el diseño gráfico cumplen eficazmente con su propósito y son apropiados para la audiencia.						

Escala: 5 = Puntuación máxima 1 = Puntuación mínima		5	4	3	2	1	
Criterios de lenguaje							
8. Destrezas lingüísticas: Domina las destrezas lingüísticas en español, por escrito y orales, incluyendo la sintaxis y el flujo de ideas.							
9. Vocabulario académico: Aplica el vocabulario académico eficaz y correctamente.							
10. Propiedad y corrección: Emplea la gramática correctamente. El texto no tiene errores.							
Subtotales (70 % de contenido y 30 % de lenguaje)							Total de puntos _____

Criterios de contenido (70 %)	Subtotales por criterio
Objetivos, ideas y principios	
Coherencia y claridad	
Dominio del contenido	
Vínculo con material de la clase	
Captación de la audiencia	
Alto nivel de comprensión	
Tipografía y diseño gráfico	
Criterios de lenguaje (30 %)	
Destrezas lingüísticas	
Vocabulario académico	
Propiedad y corrección	
TOTAL (Sume todos los subtotales para determinar la puntuación y calificación final.)	Puntuación final: ___/50 Calificación: _____

<u>Escala evaluativa</u>	(0-50)
5 - Excelente	45-50 puntos = A
4 - Bueno	40-44 puntos = B
3 - Satisfactorio	35-39 puntos = C
2 - Necesita mejorar	30-34 puntos = D
1 - Inaceptable	0-29 puntos = F

Firma del facilitador: _____

Fecha: _____

Appendix H Individual/Group Oral and Audiovisual Presentation Rubric

Students and facilitators are required to use this rubric to evaluate students' oral and audiovisual presentations.

Student's Name: _____

Date: _____

Topic: _____

Workshop Number: _____

Instructions:

1. Please refer to each criterion listed below in order to evaluate students' **individual/group oral/audiovisual presentations**.
2. Apply the points that best reflect the student's presentation as follows: (**5 = Highest, 1 = Lowest**).
3. Place an "X" in the box that applies for each criterion and feel free to write any comments.
4. To obtain the **Final Total Score**, add the corresponding numbers down and then across.
5. Use the **Grading Scale** to apply the final grade.

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Content Criteria						
1. Objectives, Ideas, and Principles: Presents an effective introduction to the topic, identifying the objectives, ideas, and principles that are included in the oral/audiovisual presentation.						
2. Coherence and Clarity: Presentation is organized and coherent and can be easily followed. Presentation projects the concepts in a comprehensible manner and reflects a clear and consistent focus.						
3. Content Mastery: Demonstrates mastery of the topic or subject of discussion and properly explains the content without incurring in errors.						
4. Resources/Material Support Presentation: Ideas and arguments of the oral/audiovisual presentation are well-supported by the resources and material presented or discussed in class.						
5. Captivated Audience: Captures the attention and interest of the audience and encourages participation, if applicable.						
6. High Level of Comprehension: Demonstrates a clear understanding of significant ideas and projects a high level of comprehension.						
7. Text Format and Visual Design: Text and visual design effectively fulfill their purpose and are appropriate for the audience.						

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)	
Language Criteria							
8. Oral and Written Proficiency: Demonstrates excellent oral and written linguistic skills in English, including syntax and flow of ideas.							
9. Academic/Technical Vocabulary: Applies academic/technical vocabulary effectively and correctly to convey the message.							
10. Conventions: Uses proper and correct grammar. Text is free of errors.							
Subtotals (70% for Content and 30% for Language)							Total Points _____

Content Criteria (70%)	Subtotals per Criterion
Objectives, Ideas, and Principles	
Coherence and Clarity	
Content Mastery	
Resources/Material Support Presentation	
Captivated Audience	
High Level of Comprehension	
Text Format and Visual Design	
Language Criteria (30%)	
Oral and Written Proficiency	
Academic Vocabulary	
Conventions	
TOTAL (Add all the subtotals to obtain the final score and grade.)	Final Score: ___/50 Grade: _____

Grading Scale	(0-50)
5 - Excellent	45-50 points = A
4 - Good	40-44 points = B
3 - Satisfactory	35-39 points = C
2 - Needs Improvement	30-34 points = D
1 - Unacceptable	0-29 points = F

Facilitator's Signature: _____ Date: _____

Apéndice I
Autorreflexión

Appendix I
Self-Reflection

Apéndice I**Autorreflexión**

Nombre del estudiante: _____

Fecha:

Instrucciones: Complete la(s) pregunta(s) que determine el facilitador usando palabras, oraciones, dibujos o historias. El facilitador puede elegir otros temas para que complete la autorreflexión. Sea honesto y apunte ideas que sean importantes y valiosas para usted. Para evaluar cada autorreflexión, se utilizará el Apéndice C. En las siguientes páginas, encontrará una explicación de lo que es un diario reflexivo, sus beneficios, el formato y algunas preguntas adicionales. Léalo cuidadosamente antes de comenzar a escribir sus autorreflexiones.

1. ¿Qué conocimiento previo traje a la clase esta semana?
2. ¿Cuáles eran mis expectativas para esta semana? ¿Las cumplí?
3. ¿Cuál fue mi mayor logro esta semana, cómo lo aplicaré a mi vida personal o trabajo?
4. ¿Cuál fue mi mayor reto esta semana, qué pasos tomé o tomaré para superarlo?
5. ¿Cuál es la prioridad #1 que deseo realizar antes del próximo taller, cómo lo lograré?
6. ¿Cuáles fueron algunos conceptos, factores e ideas que yo descubrí/aprendí esta semana? Recuerde que tal vez esté familiarizado con el concepto; trate de escribir algo nuevo sobre el mismo.
7. ¿En qué área específica necesito ayuda, qué puedo hacer para ayudarme a mí mismo?
8. ¿Alcancé mis metas esta semana? Si es así, ¿qué hice específicamente para ayudarme? Si no, ¿qué puedo hacer para mejorar este aspecto, qué haré de manera diferente la próxima vez?
9. ¿Qué hice específicamente para contribuir al aprendizaje de mis compañeros esta semana? ¿Qué aprendí de ellos?
10. ¿Sobre qué quiero aprender más y por qué?
11. ¿Cómo crecí, mejoré y me desarrollé esta semana? Sea específico; explique cómo aplicará esto a su vida personal o profesional.

Appendix I

Self-Reflection

Directions: Complete the question/questions below determined by the facilitator using words, sentences, pictures, or stories. The facilitator may specify other topics. Be honest and record ideas that are important and meaningful to you. Self-reflections will be evaluated using Appendix C: The Writing Process Six-Trait Analytic Writing Rubric. On the next page, you will find an explanation of what a reflective journal is, its benefits, format, and some additional questions. Read this carefully before working on your reflective journal.

1. What prior knowledge did I bring to the class this week?
2. What were my expectations for this week? Were they fulfilled?
3. What was my greatest accomplishment this week, and how will I apply it in my personal life or place of work?
4. What was my greatest challenge this week, and what steps did I take or will take to overcome it?
5. What is the #1 priority that I need to accomplish before the next workshop, and how will I achieve it?
6. What were some important concepts, factors and ideas that I discovered/learned this week? Remember that you may have already heard or known about the concept before; if so, try to write something new about it.
7. In what specific area do I still need help, and what can I do to help myself?
8. Did I reach my goals for this week? If so, what did I specifically do to help myself? If not, what can I do to improve, and what will I do differently next time?
9. What did I do specifically to contribute to my peers' learning this week? What did I learn from them?
10. What do I want to learn more about and why?
11. How did I grow, improve, and develop myself this week? Be specific. Explain how you will apply this to your personal or work life.

What Is a Reflective Journal?

A reflective journal is a steadily growing document where learners record their reflections and thoughts on what they are learning required for their degree area and application to real-life job situations.

Benefits

By keeping a record of their teaching and learning experiences, students are able to push themselves forward on their professional development journey. There's an old saying that states, "You don't know what you know until you've written it down." Several research studies have found this to be true. By writing what you've learned, you can track the progress you've made, and you can also begin to notice the gaps in your knowledge and skills as a dual language professional.

Format

You may write your journal in a free flowing essay form or respond to the following entries (questions) that may apply for a particular workshop session:

- Two main ideas/concepts I found particularly useful in this week's workshop are ...
- Some personal beliefs about teaching and learning that have changed as a result of this workshop are ...
- One concept I learned in this workshop which I may be able to apply in the future is ...
- Some issues that greatly interested me and that I would like to study in greater detail are ...
- I am still unsure about ...
- Some topics which, in my opinion, should have been covered but were not covered are ...
- Some learning strategies that I have used in the past and were reinforced by this workshop are ...
- Some particularly interesting facts I learned in this session are ...

Note: Use the Six-Trait Analytic Writing Rubric found in Appendix C for evaluation purposes.

Vijay Gambhir July 8, 2010

Adapted from: Learning Journals <http://www.audiencedialogue.net/journal.html>

Apéndice J
Rúbrica de los juegos de rol

Appendix J
Role-playing Rubric

Apéndice J Rúbrica de los juegos de rol

Tanto estudiantes como facilitadores deben utilizar esta rúbrica para evaluar los juegos de rol.

Nombre del estudiante: _____

Fecha: _____

Tema: _____

Taller: _____

Instrucciones: Por favor refiérase a los criterios que evalúa y déjese llevar por la escala, de manera que asigne los puntos que mejor reflejen la presentación de juegos de rol. Cinco corresponde a la máxima puntuación, mientras uno refleja la puntuación mínima. También puede escribir sus comentarios (opcional).

Escriba una "X" en el encasillado que aplique a cada criterio. Para obtener el total, sume los números correspondientes hacia abajo y luego hacia el lado. Utilice la escala evaluativa para determinar la calificación final.

Escala: 5 = Puntuación máxima 1 = Puntuación mínima	5	4	3	2	1	Comentarios (opcional)
Criterios de contenido						
1. Objetivos y conceptos: Introduce los objetivos efectivamente y proyecta los conceptos de manera comprensible, a través de la presentación, el modelaje o juegos de rol.						
2. Captación de audiencia: Captura y mantiene la atención e interés del aprendiz del lenguaje inglés (ELL) al introducir la lección y a lo largo de la demostración.						
3. Coherencia y claridad: Presenta la lección organizada, lógica y coherentemente de manera que el ELL puede entenderla con facilidad.						
4. Dominio del material y desempeño: Domina el material y evidencia que comprende el contenido sin cometer errores. Se presenta relajado, bien preparado, seguro de sí mismo y no consulta sus apuntes.						
5. Interacción y evidencia de actividades educativas: Los ELL son el centro de la lección. La interacción entre los alumnos, y entre los estudiantes y el maestro, es significativa y eficaz durante toda la demostración. Las actividades comunicativas que se evidencian en la lección son auténticas, pertinentes y eficaces.						
6. Estrategias, procesos, proyección y técnicas: Implementa estrategias y procesos significativos de asesoramiento, que son apropiados para el grado y la edad, y están basados en las tareas. Demuestra eficazmente la proyección personal, postura corporal y las técnicas de manejo de la clase que mantienen a los estudiantes concentrados en sus tareas todo el tiempo, si aplica.						
7. Medios audiovisuales y tecnológicos: Utiliza los medios audiovisuales y tecnológicos correcta y eficazmente durante la demostración.						

Escala: 5 = Puntuación máxima 1 = Puntuación mínima	5	4	3	2	1	Comentarios (opcional)	
Criterios de lenguaje							
8. Destrezas lingüísticas: Demuestra habilidades lingüísticas, en español, incluyendo el vocabulario, la sintaxis y el flujo de ideas. Aplica el vocabulario académico eficaz y correctamente.							
9. Manejo de la voz: Pronuncia y entona apropiadamente y proyecta su voz de manera eficaz y clara.							
10. Propiedad y corrección: Usa la gramática con propiedad y corrección.							
Subtotales (70 % de contenido y 30 % de lenguaje)							Total de puntos _____

Criterios de contenido (70 %)	Subtotales por criterio
Objetivos y conceptos	
Captación de audiencia	
Coherencia y claridad	
Dominio del material y desempeño	
Interacción y evidencia de actividades educativas	
Estrategias, procesos, proyección y técnicas	
Medios audiovisuales y tecnológicos	
Criterios de lenguaje (30 %)	
Destrezas lingüísticas	
Manejo de la voz	
Propiedad y corrección	
TOTAL (Sume todos los subtotales para determinar la puntuación y calificación final.)	Puntuación final: ____/50 Calificación: _____

Escala evaluativa	(0-50)
5 - Excelente	45-50 puntos = A
4 - Bueno	40-44 puntos = B
3 - Satisfactorio	35-39 puntos = C
2 - Necesita mejorar	30-34 puntos = D
1 - Inaceptable	0-29 puntos = F

Firma del facilitador: _____

Fecha: _____

Appendix J

Role-playing Rubric

Students and facilitators are required to use this rubric to evaluate students' role-playing.

Student's Name: _____ **Date:** _____

Topic: _____ **Workshop Number:** _____

Instructions:

1. Please refer to each criterion listed below when evaluating **students' role-playing**.
2. Apply the points that best reflect the student's role playing as follows:
(5 = Highest, 1 = Lowest)
3. Place an "X" in the box that applies for each criterion and feel free to write any comments.
4. To obtain the **Final Total Score**, add the corresponding numbers down and then across.
5. Use the **Grading Scale** to apply the final grade.

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Content Criteria						
1. Objectives and Concepts: Introduces the objectives effectively through a presentation, modeling, or role playing that clearly demonstrates the concepts in a comprehensible manner.						
2. Captivated Audience: Captures the attention and interest of the English Language Learner (ELL) at the introduction of the lesson and maintains it throughout the duration of the lesson.						
3. Coherence and Clarity: Presents the lesson in an organized, logical, and coherent manner that can be easily understood by the ELL.						
4. Mastery of Content and Performance: Demonstrates mastery of the topic or subject of discussion by effectively demonstrating knowledge of content without incurring in errors. Appears relaxed, well-prepared, self-confident, and does not refer to notes.						
5. Interaction and Evidence of Educational Activities: ELLs are the center of the lesson. Interaction among the students and between students and teacher is meaningful and effective at all times during the lesson. Communicative activities demonstrated in the lesson are authentic, relevant, and effective.						
6. Strategies, Procedures, Projection, and Techniques: Implements meaningful, grade and age-appropriate strategies and task-based assessment procedures. Demonstrates effective personal projection, corporal posture, and effective classroom presentation/management techniques that keep the students on task at all times, if applicable.						
7. Audiovisual Aids and Technology: Uses audiovisual aids and technology properly and effectively during the demonstration.						

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)	
Language Criteria							
8. Linguistic Skills: Demonstrates linguistic skills in English, including vocabulary, syntax, and flow of ideas. Applies academic vocabulary effectively to convey the message.							
9. Voice: Uses correct pronunciation and intonation and projects his/her voice clearly and precisely.							
10. Conventions: Uses proper and correct grammar.							
Subtotals (70% for Content and 30% for Language)							Total Points <hr/>

Content Criteria (70%)	Subtotals per Criterion
Objectives and Concepts	
Captivated Audience	
Coherence and Clarity	
Mastery of Content and Performance	
Interaction and Evidence of Educational Activities	
Strategies, Procedures, Projection, and Techniques	
Audiovisual Aids and Technology	
Language Criteria (30%)	
Linguistic Skills	
Voice	
Conventions	
TOTAL (Add all the totals to obtain the final score and grade.)	Final Score: ___/50 Grade: _____

Grading Scale	(0-50)
5 - Excellent	45-50 points = A
4 - Good	40-44 points = B
3 - Satisfactory	35-39 points = C
2 - Needs Improvement	30-34 points = D
1 - Unacceptable	0-29 points = F

Facilitator's Signature: _____ Date: _____

Appendix K
KWHLAQ CHART

KWHLAQ Chart-21st Century Style

K	W	H	L	A	Q
What do I know?	What do I want to know?	How do I find out?	What have I learned?	What action will I take?	What new questions do I have?

This upgrade group instruction activity was developed by Donna Ogle (1986). Upgrade your KWL Chart to the 21st Century (2011, July 21) was retrieved from <http://langwitches.org/blog/2011/07/21/upgrade-your-kwl-chart-to-the-21st-century/>

Apéndice L
Rúbrica del foro de discusión escrita
Appendix L
Written Discussion Forum Rubric

Apéndice L**Rúbrica del foro de discusión escrita**

Tanto estudiantes como facilitadores deben utilizar esta rúbrica para evaluar los foros de discusión escrita.

Nombre del estudiante: _____ **Fecha:** _____

Tema: _____ **Taller:** _____

Instrucciones: Por favor refiérase a los criterios que evalúa y déjese llevar por la escala, de manera que asigne los puntos que mejor reflejen la presentación de juegos de rol. Cinco corresponde a la máxima puntuación, mientras uno refleja la puntuación mínima. También puede escribir sus comentarios (opcional).

Escriba una "X" en el encasillado que aplique a cada criterio. Para obtener el total, sume los números correspondientes hacia abajo y luego hacia el lado. Utilice la escala evaluativa para determinar la calificación final.

Criterios	5	4	3	2	1	Comentarios (opcional)
Contenido						
1. Propósito: El propósito o argumento central del escritor es evidente al lector.						
2. Contenido: La presentación de información es relevante, legítima y contesta las preguntas con precisión y argumentos claros que demuestran un análisis profundo del tema. El lector adquiere percepciones importantes.						
3. Organización: Las ideas están organizadas de manera lógica para apoyar el propósito o argumento. Fluyen fácilmente entre sí y están claramente vinculadas con las preguntas del foro. El lector sigue el razonamiento con facilidad.						
4. Cautiva al lector y mantiene su interés al contestar las preguntas.						
5. Pensamiento crítico: Critica el contexto del discurso académico en términos de las suposiciones del estudiante. Integra diferentes maneras epistemológicas y disciplinarias de saber.						
6. Formula conclusiones basadas en lo investigado.						
7. Demuestra que entiende las ideas significativas para alcanzar organizadamente un nivel alto de comprensión.						
Lenguaje						
8. Demuestra dominio del idioma español, incluyendo el vocabulario académico, la sintaxis y el flujo de ideas.						
9. Usa correctamente la ortografía, puntuación y el estilo APA.						
10. Emplea un nivel de formalidad del idioma que es apropiado para el tipo de documento.						

Totales (70 % para contenido y 30 % para lenguaje)							Total de puntos <hr/>
---	--	--	--	--	--	--	---------------------------------

Escala evaluativa	(0-50)
5 - Excelente	45-50 puntos = A
4 - Bueno	40-44 puntos = B
3 - Satisfactorio	35-39 puntos = C
2 - Necesita mejorar	30-34 puntos = D
1 - Inaceptable	0-29 puntos = F

Firma del facilitador: _____

Fecha: _____

Appendix L Written Discussion Forum Rubric

Both students and facilitators must use this rubric to evaluate students’ written discussion forums.

Student’s Name: _____ **Date:** _____
Topic: _____ **Workshop Number:** _____
Instructions:

1. Please refer to each criterion listed below when evaluating **students’ written discussion forums**.
2. Apply the points that best reflect the student’s written discussion forum as follows:
(5 = Highest, 1 = Lowest)
3. Place an “X” in the box that applies for each criterion, and feel free to write any comments.
4. To obtain the **Final Total Score**, add the corresponding numbers down and then across.
5. Use the **Grading Scale** to apply the final grade.

Criteria	5	4	3	2	1	Comments (optional)
Content						
1. Purpose: Writer’s purpose or central argument is readily apparent to the reader.						
2. Content: Presentation of information is relevant and legitimate and answers questions precisely and with clear arguments which demonstrate an in-depth analysis of the topic. The reader acquires important perceptions.						
3. Organization: Ideas are arranged in a logical order to support the purpose or argument. They flow smoothly from one to another and are clearly linked to the forum questions. The reader can easily follow the lines of reasoning.						
4. The writing hooks the reader and sustains interest upon answering the questions.						
5. Critical Thinking: Critiques context of the academic discourse in terms of the student’s assumptions. Integrates different disciplinary and epistemological ways of knowing.						
6. Draws conclusions based on research-based facts.						
7. Demonstrates a comprehensive grasp of significant ideas to reach a higher level of understanding in an organized manner.						
Language						

8. Demonstrates a command of the English language, including academic vocabulary, syntax, and flow of ideas.							
9. Uses spelling, punctuation, and APA style correctly.							
10. Uses a level of formality of language that is appropriate for the nature of the document.							
Totals (70% for content and 30% for language)							Total Points _____

Grading Scale	(0-50)
5 - Excellent	45-50 points = A
4 - Good	40-44 points = B
3 - Satisfactory	35-39 points = C
2 - Needs Improvement	30-34 points = D
1 - Unacceptable	0-29 points = F

Facilitator’s Signature: _____

Date: _____

Apéndice M
Rúbrica del foro de discusión oral
Appendix M
Oral Discussion Forum Rubric

Apéndice M

Rúbrica del foro de discusión oral

Tanto estudiantes como facilitadores deben utilizar esta rúbrica para evaluar los foros de discusión oral.

Nombre del estudiante: _____

Fecha: _____

Tema: _____

Taller: _____

Instrucciones: Por favor refiérase a los criterios que evalúa y déjese llevar por la escala, de manera que asigne los puntos que mejor reflejen la presentación de juegos de rol. Cinco corresponde a la máxima puntuación, mientras uno refleja la puntuación mínima. También puede escribir sus comentarios (opcional).

Escriba una “X” en el encasillado que aplique a cada criterio. Para obtener el total, sume los números correspondientes hacia abajo y luego hacia el lado. Utilice la escala evaluativa para determinar la calificación final.

Escala: 5 = Puntuación máxima 1 = Puntuación mínima	5	4	3	2	1	Comentarios (opcional)
Criterios de contenido						
1. Objetivos, ideas y principios: Introduce efectivamente las ideas del tema que discutirá.						
2. Coherencia y claridad: Organiza concisa, coherente y precisamente las ideas. La comunicación es coherente y fácil de seguir y proyecta consistentemente los conceptos con un enfoque claro.						
3. Dominio del contenido: Domina y explica el contenido apropiadamente, sin cometer errores.						
4. Vínculo con el material de la clase: Basa las ideas y argumentos en el material y los recursos de la clase.						
5. Captación de la audiencia: Captura la atención y el interés de la audiencia al emplear un tono adecuado que invita y promueve la participación.						
6. Manejo de la voz: Proyecta la voz claramente, con énfasis y un volumen adecuado. Controla hábilmente la velocidad, el ritmo, las pausas y la entonación.						
7. Alto nivel de comprensión: Evidencia un alto y claro nivel de comprensión de las ideas significativas que expresa.						

Escala: 5 = Puntuación máxima 1 = Puntuación mínima	5	4	3	2	1	
Criterios de lenguaje						
8. Destrezas lingüísticas: Domina las destrezas de comunicación oral en español, incluyendo la sintaxis y el flujo de ideas.						
9. Vocabulario académico: Aplica el vocabulario académico eficaz y correctamente.						
10. Propiedad y corrección: Emplea la gramática correctamente. El texto no tiene errores.						
Subtotales (70 % de contenido y 30 % de lenguaje)						Total de puntos _____

Criterios de contenido (70 %)	Subtotales por criterio
Objetivos, ideas y principios	
Coherencia y claridad	
Dominio del contenido	
Vínculo con material de la clase	
Captación de la audiencia	
Manejo de la voz	
Alto nivel de comprensión	
Criterios de lenguaje (30 %)	
Destrezas lingüísticas	
Vocabulario académico	
Propiedad y corrección	
TOTAL (Sume todos los subtotales para determinar la puntuación y calificación final.)	Puntuación final: ____/50 Calificación: _____

Escala evaluativa	(0-50)
5 - Excelente	45-50 puntos = A
4 - Bueno	40-44 puntos = B
3 - Satisfactorio	35-39 puntos = C
2 - Necesita mejorar	30-34 puntos = D
1 - Inaceptable	0-29 puntos = F

Firma del facilitador: _____

Fecha:

Appendix M Oral Discussion Forum Rubric

Both students and facilitators must use this rubric to evaluate students’ oral discussion forums.

Student’s Name: _____ **Date:** _____
Topic: _____ **Workshop Number:** _____

Instructions:

1. Please refer to each criterion listed below when evaluating **students’ oral discussion forums**.
2. Apply the points that best reflect the student’s presentation/role playing as follows:
(5 = Highest, 1 = Lowest)
3. Place an “X” in the box that applies for each criterion and feel free to write any comments.
4. To obtain the **Final Total Score**, add the corresponding numbers down and then across.
5. Use the **Grading Scale** to apply the final grade.

Scale:	5	4	3	2	1	Comments
5 = Highest						(optional)
1 = Lowest						
Content Criteria						
1. Objectives, Ideas, and Principles: Presents an effective introduction to the ideas of the topic that will be discussed.						
2. Coherence and Clarity: Organizes the ideas in a concise, coherent, and precise manner. Communication is easy to follow and consistently projects the concepts with a clear focus.						
3. Content Mastery: Demonstrates mastery of the topic or subject of discussion and properly explains the content without incurring in errors.						
4. Class Resources/Material Support: Ideas and arguments are well-supported by the material and resources presented in class.						
5. Captivated Audience: Captures the attention and interest of the audience by using an appropriate tone which invites and encourages participation.						
6. Voice Control: Projects voice clearly, with appropriate stress and volume. Skillfully controls speed, rhythm, pauses, and intonation.						
7. High Level of Comprehension: Demonstrates a high and clear level of comprehension of the expressed significant ideas.						

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	
Language Criteria						
8. Linguistic skills: Demonstrates mastery of oral communication skills in English, including syntax and flow of ideas.						
9. Academic Vocabulary: Applies academic vocabulary effectively and correctly.						
10. Conventions: Uses correct grammar, and the text is free of errors.						
Subtotals (70% for content and 30% for language)						Total Points _____

Content Criteria (70%)	Subtotals per Criteria
Objectives, Ideas, and Principles	
Coherence and Clarity	
Content Mastery	
Class Resources/Material Support	
Captivated Audience	
Voice Control	
High Level of Comprehension	
Language Criteria (30%)	
Linguistic Skills	
Academic Vocabulary	
Conventions	
TOTAL (Add all the subtotals to obtain the final score and grade.)	Final Score: ____/50 Grade: _____

Grading Scale	(0-50)
5 - Excellent	45-50 points = A
4 - Good	40-44 points = B
3 - Satisfactory	35-39 points = C
2 - Needs Improvement	30-34 points = D
1 - Unacceptable	0-29 points = F

Facilitator's Signature: _____ **Date:** _____