

ANA Code of Ethics Rubric for Mini Paper

Criteria	Exceeds Expectations Full Points 100%	Meets Expectations 90%	Falls Short of Expectations Deductions 70%
Content	Responded to assignment questions with knowledge from literature, logic and insight using ethical theories and/or principles as well as the Code of Ethics.	Questions were partially answered; Paper was somewhat logical, briefly mentioning ethical theories or principles, citing the Code of Ethics.	Paper unfocused or incomplete, diverging from assignment questions, failed to include ethical theories or principles or the Code of Ethics.
Timeliness and Format	Mini paper submitted before due date; No errors of punctuation, spelling or grammar. Complete within 3 pages with bibliography on 4 th page.	Paper submitted at the assigned due date; Minimal errors of punctuation, spelling or grammar. Paper mostly completed on 3 pages.	Paper submitted after due date. Multiple punctuation, spelling and grammar errors. Paper exceeds 3 page limit, rambles.
Writing and Critical Thinking Skills	Paper follows logical sequence of ideas leading to justifiable conclusion. Paragraphs are well developed with transition sentences.	Logical sequence of ideas loosely linked to conclusion. Paragraphs developed but not connected with transition sentences.	Conclusion does not follow from concepts in the narrative. Paragraphs lack cohesion or transitions.
Referencing	Bibliography includes more than 5 current references in APA format using appropriate citations within the narrative. No plagiarism used.	Bibliography includes 5 references in APA format using citations within the narrative. Plagiarism not detected.	Bibliography has less than 5 references, APA format not followed. Plagiarism may be detected.

ANA Code of Ethics Rubric for Case Study

Criteria	Exceeds Expectations Full Points 100%	Meets Expectations 90%	Falls Short of Expectations Deductions 70%
Identification of Ethical Issues	Identifies multiple ethical issues in the case, including family conflicts, cultural influences, a minor's role in end of life decision making, conflicts within medical team, and a nurse's accountability for truth telling.	Identifies some ethical issues, but misses more complex, deeper issues.	Fails to identify ethical issues or imagines issues not based on facts of the case.
Viewpoints	Describes unique viewpoints of all those involved in the case: patient, father, mother, nurse and physician.	Considers viewpoints of some individuals involved in the case, but ignores others.	Does not acknowledge roles or viewpoints of any of those involved in the case.
Critical Thinking Skills Leading to Decision	Arrives at a balanced decision taking into account perspectives of all involved and the ethical theories/principles/codes that guide their actions. Proposed decision deals with the most important and urgent ethical issues and reflects cultural sensitivity.	Arrives at a decision based on limited consideration of roles and perspectives. Decision proposed is acceptable to some, not to others, accounting for some cultural considerations.	Arrives at a decision based on personal opinion. Decision proposed is not feasible, acceptable, or ethically justifiable.
Consequences	Decision is considered in light of potential positive and negative consequences for the patient, the family, the physician and the nurse. Recognizes anticipatory grieving and need for support through difficult death experience.	Some positive and negative consequences are proposed for chosen decision.	No positive or negative consequences are projected.

ANA Code of Ethics Rubric for PowerPoint Presentation

Criteria	Exceeds Expectations Full Points 100%	Meets Expectations 90%	Falls Short of Expectations Deductions 70%
Content	Selected appropriate technological innovation, locating current, credible literature about the new science behind the innovation. Responded to six questions with sufficient detail. Proposed ethical challenges nurses will face with this innovation. Addressed guidance from the Code to help nurses deal with these challenges.	Presented overview of innovation and its impact on nurses using Code. Responded to most of the six questions.	Presented innovation without literature detailing science behind it. Failed to anticipate the impact of this innovation on nursing practice. Did not mention the Code of Ethics.
Organization and Delivery	Students were articulate, sharing presentation equally, maintaining eye contact with peers. Presentation was focused and stayed on point, following but not reading slides. Completed within 20 minutes.	Slides completed in 20 minutes, but left limited time for discussion. Slides were read with limited eye contact.	Exceeded 20 minute limit, leaving no time for discussion. One speaker dominated. Rambling.
Slides	Colorful readable slides with appropriate graphics to illustrate key points. Citations used to document sources of graphics and scientific diagrams.	Slides provided content with some color and graphics, and some citations to document sources.	Slides were mostly text with no color or graphics. No citations on slides.
Class Engagement	Posed several debriefing questions to engage peers in dialogue about the impact of this technology on nursing practice and ethics.	Posed yes/no questions that limited discussion.	Did not pose debriefing questions or discussion points. No class discussion ensued.

ANA Code of Ethics Educator Guide Rubric for Code Paper and Presentation

Criteria	Exceeds Expectations Full Points 100%	Meets Expectations 90%	Falls Short of Expectations Deductions 70%
Content	Responded to assignment questions with knowledge from literature, logic and insight using ethical theories and/or principles	Questions were partially answered; paper was somewhat logical, briefly mentioning ethical theories or principles.	Paper unfocused or incomplete, diverging from assignment questions, failed to include ethical theories or principles
Timeliness and Format	Paper submitted before due date; no errors of punctuation, spelling or grammar. Complete within 5 pages with bibliography on 6 th page.	Paper submitted at the assigned due date; Minimal errors of punctuation, spelling or grammar. Paper mostly completed on 5 pages.	Paper submitted after due date. Multiple punctuation, spelling and grammar errors. Paper exceeds 5 page limit, rambles.
Writing and Critical Thinking Skills	Paper follows logical sequence of ideas leading to justifiable conclusion. Paragraphs are well developed with transition sentences.	Logical sequence of ideas loosely linked to conclusion. Paragraphs developed but not connected with transition sentences.	Conclusion does not follow from concepts in the narrative. Paragraphs lack cohesion or transitions.
Presentation and Slides	Students were articulate, sharing presentation equally, maintaining eye contact with peers. Presentation was focused and stayed on point, following but not reading slides. Completed within 15 minutes Slides were relevant, readable, colorful with appropriate graphics and references cited.	Slides completed in 15 minutes, but left limited time for discussion. Slides were read with limited eye contact. Slides were readable and covered content adequately.	Exceeded 15 minute limit, leaving no time for discussion. One speaker dominated. Rambling. Slides were hard to read and not relevant to point being made verbally.
Referencing	Bibliography includes more than 15 current references in APA format using appropriate citations within the narrative. No plagiarism used.	Bibliography includes 15 references in APA format using citations within the narrative. Plagiarism not detected.	Bibliography has less than 15 references, APA format not followed. Plagiarism may be detected.

ANA Code of Ethics Educator Guide Rubric for Discussion Board Postings

Criteria	Exceeds Expectations Full Points 100%	Meets Expectations 90%	Falls Short of Expectations Deductions 70%
Content	<p>Selected a topic or population as directed by instructions.</p> <p>Responded to assignment questions with knowledge from literature, logic and insight;</p> <p>Provided relevant concise responses with minimal digressions.</p>	<p>Responses were somewhat relevant.</p> <p>Questions were partially answered;</p> <p>Discussion stayed on point at times.</p>	<p>Responses lacked logic and coherence.</p> <p>Responses digressed from assignment questions.</p>
Timeliness and Relevance	<p>Posts uploaded before due date; organized, clear response using APA format citations including Code of Ethics.</p>	<p>Posted at the assigned due date; somewhat organized response using some APA format citations</p>	<p>Posts uploaded after due date. Disorganized response with no relevant APA format citations and no mention of the Code of Ethics.</p>
Writing and Critical Thinking Skills	<p>Provided provocative questions to prompt online discussion threads.</p> <p>Responses reflect sufficient detail with clear links between them.</p> <p>Posed ethical issues from multiple viewpoints using ethical theories and principles as well as provisions of the Code of Ethics.</p>	<p>Provided at least one question for online discussion thread. Responses lacked detail and links between concepts. Posed a few ethical issues from single or limited viewpoints. Referenced the Code of Ethics.</p>	<p>Did not pose a question for online discussion. Failed to pose ethical issues or posed them from single viewpoints reflecting black and white thinking. Failed to reference Code of Ethics.</p>
Student Peer Responses	<p>Provided at least two peer responses reflecting understanding of the other poster's responses.</p>	<p>Provided only one peer response indicating cursory understanding of the other poster's responses.</p>	<p>No peer response.</p>

ANA Code of Ethics Rubric for Ethical Debate

Criteria	Exceeds Expectations Full Points 100%	Meets Expectations 90%	Falls Short of Expectations Deductions 70%
Identification of Ethical Issues	Identifies multiple ethical issues in the debate, including restriction of individual autonomy impacting a family's fiscal stability, safety of other drivers and a nurse's accountability for truth telling.	Identifies some ethical issues, but misses more complex, deeper issues.	Fails to identify ethical issues or imagines issues not based on facts of the case.
Team Consensus Building	Enters into respectful dialogue with peers, exploring contrasting viewpoints and moving towards consensus using ethical framework assigned.	Contributes to dialogue on a surface level. Acknowledges ethical framework but does not advance discussion to consensus	Strays off point, criticizes peers, insists on own opinion while ignoring those of others.
Viewpoints	Describes unique viewpoints of the framework they were assigned, either Deontology or Teleology. Considers impact of propositions on the individual diabetic driver, family, driver's employment, other drivers, health providers and society as a whole	Considers some viewpoints of framework but ignores others. Focuses only on the individual driver, not wider social issues.	Does not acknowledge viewpoints of assigned framework, relies on own opinion and tries to force this on peers
Critical Thinking Skills Leading to Decision	Arrives at a balanced consensus providing rationale encompassing perspectives of all involved and the ethical theories/principles/Codes that guide their actions. Proposed consensus deals with the most important and urgent ethical issues and reflects societal expectations for safety and individual freedom.	Arrives at a consensus based on limited consideration of ethical framework. Consensus proposed is acceptable to some, not to others,	Arrives at a decision based primarily on personal opinion. Consensus proposed is not feasible, acceptable, or ethically justifiable in light of the ethical framework assigned.
Consequences	Consensus is considered in light of potential positive and negative consequences for the individual driver, the family, the health system, the nurse and society as a whole.	Some positive and negative consequences are proposed for agreeing or disagreeing with propositions.	No positive or negative consequences are projected.