To review the Walker and Avant Approach refer to the [Concept Analysis Overview](https://maryville.instructure.com/courses/49621/pages/concept-analysis-overview).

. Be sure to adequately explain the purpose of a concept analysis. Describe the relevance of the concept to your DNP Scholarly Project. Also inform the reader of your personal connection to this concept. Be explicit about the aims of the analysis and its correlation with your project/educational goals and learning.

Rubric

**Rubric for Concept Analysis**

| Rubric for Concept Analysis - Steps 1-4 | | |
| --- | --- | --- |
| **Criteria** | **Ratings** | **Pts** |
| This criterion is linked to a Learning Outcome Selection of concept: Does the student adequately explain the relevance of the concept to his/her DNP Scholarly Project? Does the student explain the personal connection to the concept? |  | 5.0 pts |
| This criterion is linked to a Learning Outcome Aim(s) of the Concept Analysis: Do the aims of the analysis correlate well with the student’s DNP project/educational goals? |  | 3.0 pts |
| This criterion is linked to a Learning Outcome Paragraph Logical Coherence: Does each paragraph begin with a topic sentence? Do the sentences beyond the topic sentence flow logically from the first sentence? |  | 2.0 pts |
| This criterion is linked to a Learning Outcome Organization: Do the paragraphs build on each other in a logical way, one paragraph building on the next? Are there appropriate transitions between paragraphs? |  | 4.0 pts |

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| --- | --- | --- |
| Has the student had described the etymology of the word and provided all dictionary uses and parts of speech, synonyms and antonyms? |  | 10.0 pts |
| This criterion is linked to a Learning Outcome. Has the student identified uses of the concept outside of the traditional medicine/nursing perspective? |  | 10.0 pts |
| This criterion is linked to a Learning Outcome Organization: Do the paragraphs build on each other in a logical way, one paragraph building on the next? Are there appropriate transitions between paragraphs? |  | 5.0 pts |
| This criterion is linked to a Learning Outcome. APA format: Refer to APA book. Some examples include: title page; headings (as applicable); citations in text (as applicable) references (as applicable); quotations |  | 10.0 pts |
| This criterion is linked to a Learning Outcome Does the student follow the rules of grammar (as described in the APA book) with few errors? |  | 15.0 pts |
| This criterion is linked to a Learning Outcome. General formatting: Does the paper meet the length and margin requirements? Appropriate style and size of font? Very few quotes (1-2 total)? |  | 5.0 pts |
| This criterion is linked to a Learning Outcome. Are the critical attributes identified, logically defended and summarized at the end on the discussion? |  | 15.0 pts |

Start uses of the concept with the origin of the word or etymology, then go on with dictionary definitions, and provide parts of speech, synonyms, antonyms etc. Then go on with ways the concept is used in health care and in other disciplines; for instance medicine, nursing, law, political science, anthropology, social science, economics, theology to name a few. Then go on to construct your attributes based on what you found in the literature about how the concept is used. Again, this is your decision but 4–5 attributes are typical as descriptors for concepts. Once you discuss each attributes and justify their use, summarize them to prepare for the next week’s steps.