Michigan State University

College of Nursing

NUR 380: Level II Integrative Seminar

Fall 2006

Credits: 1  Lecture/Recitation/Discussion Hours: 2 (2-0)

Prerequisites: NUR 300, NUR 330, NUR 340
Corequisites: PHM 350, NUR 370, NUR 360 concurrently

Faculty:  Kathleen Gaskill Bappert RN, MS
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Phone Number  517-243-2769 (cell)
Office Hours  Appointment only

Faculty:  Kate Lein, MS, APRN, BC
Email  kate.lein@ht.msu.edu
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Office Hours  Appointment only

Course Meeting Day, Time: Thursdays, 3:00-4:50 PM
Location: TBD

Course Description:
This course provides for the integration of concepts and theories into beginning level nursing practice. Students will examine the dynamic interrelationship between professional, scholarly nursing practice, and the health and wellness of diverse persons and populations across the life span. The discussion of case studies will facilitate synthesis of level content and previous learning. Students will be working in groups throughout the semester.
Level TWO Outcomes and Competencies

MSU CON has defined the following competencies that must be achieved by all students in Level Two before progressing onto Level Three. At the end of Level Two, all students will achieve the objectives and competencies listed below, as well as the bolded indicators. All indicators, as well as the overall grade for the course, must be passed with a 75% to proceed to the next level.

**COMMUNICATION 2** = Apply interactive processes in relating to persons, populations, and colleagues.

*Competencies*

1. Demonstrate effective communication skills in nurse-client and professional interactions.
2. Demonstrates ability to communicate in writing with a variety of audiences.

**CRITICAL THINKING 2** = Analyze critical thinking processes in their nursing practice.

*Competencies*

1. Demonstrate ability to compare and contrast textbook and relevant literature concerning selected patient issue (disease management, risk reduction, health promotion, health teaching) with patient assignment.
2. Takes initiative to plan creatively to meet patient goals.

**ETHICAL PRACTICE Level 2** = Apply ethical problem solving in their nursing care.

*Competencies*

1. Accurately identify and characterize ethical problems arising in the care of clients
2. Identify barriers to and resolutions for client self-determination

**EVIDENCE-BASED PRACTICE 2** = Applies theory and research in planning care that prevents or intervenes in illness and disease.

*Competencies*

1. Formulates and manages nursing interventions that are based on theory and research.

**GLOBAL AND CULTURAL COMPETENCE 2** = Investigate the relevance of global, cultural and socioeconomic factors to health and wellness of persons and populations.

*Competencies*

1. Analyze the importance of global and cultural factors on perception of health and illness
2. Implement nursing interventions that reflect understanding of diversity

**HEALTH PROMOTION AND RISK REDUCTION 2** = Apply basic concepts and theories to the development of health promotion plans for persons (individual/family).
**Competencies**

1. Compare and contrast major health indicators in cultural/ethnic groups
2. Assess and address factors that place individuals and families at risk.

**ILLNESS AND DISEASE MANAGEMENT 2** = Apply understanding of theories and principles in coordinating the care necessary for the management of illness and disease

**Competencies**

1. Based on desired outcomes, determines care management needs of the individual (i.e. clinical pathways).
2. Identify a variety of barriers and resources that affect client outcomes and delivery of care.

**NURSING THERAPEUTICS 2** = Analyzes data in the delivery of targeted nursing care to persons and populations.

**Competencies**

1. Obtains a focused assessment by gathering and using data from a variety of sources to identify and prioritize nursing needs.
2. Apply theoretical and evidence principles to develop, implement, and evaluate an individualized, prioritized plan of care.

**PROFESSIONAL LEADERSHIP 2** = Value the contribution of nursing leadership and roles for the delivery of nursing care to persons and populations in health care settings.

**Competencies**

1. Examine how nursing leadership roles and strategies affect health care quality
2. Collaborate with multiple disciplines in providing client care.

**Indicators**

a) Student led case example (from clinical experience) of RN demonstrating leadership characteristics, including the impact and significance (NUR 380.)
Definition of Curricular Concepts

A curricular concept is a specific component that makes up each theoretical construct. These are the components that the MSU CON tracks and teaches to make sure that students achieve adequate preparation to enter the nursing profession as a beginning practitioner, a novice clinical scholar and a professional leader. The MSU CON curricular concepts are:

- **Nursing Therapeutics** is the mastery of the skills, teaching-learning technology, resources and nursing procedures required for the delivery of focused nursing care that ensures patient and provider safety. It is based on the synthesis of assessment data collected on humans, populations and environments.

- **Communication** is the interactive process based on personal, cultural, ethical, spiritual, and developmental awareness that builds interpersonal relationships between colleagues, disciplines, persons, and populations. Essential skills include use of critical listening, reading, technology, verbal, nonverbal, and written media.

- **Critical Thinking** is a process that fosters accurate prediction and guides practice. Critical thinking is a purposeful, goal-directed process that employs creativity, logic, analysis and intuition to make decisions.

- **Illness and disease management** is the identification of health problems early in their course, maximization of quality of life, and maintenance of optimal level of functioning throughout the course of illness, including aging and end of life care. It addresses the physical, psychological, social and spiritual needs of persons and populations.

- **Health promotion/risk reduction** is a set of processes that facilitate values and behaviors of persons and populations that achieve and/or maintain an optimal level of wellness and reduce disease/injury risk across the life span.

- **Professional Leadership** is built upon lifelong personal and professional development. The Professional Nurse Leader promotes optimal health outcomes within organizations and systems of care. Essential roles include clinician, outcomes manager, educator, team manager, change agent, and systems analyst.

- **Ethical practice** is the incorporation of moral values, principles, and codes to protect the rights of persons and to effect quality personal, professional, and societal outcomes.
- **Evidence based practice** is the systematic application of theories and research regarding the nature of health and wellness to the prevention and treatment of illness and disease across the life span.

- **Global and cultural competence** is the analysis of the diverse factors that influence health and illness and the application of that understanding to promote health and wellness.

**Course Objectives**

At the end of this course students will:

1. Explain the interactive processes essential for relating to persons, and colleagues, with direct supervision. (Communication)
2. Demonstrate the use of the critical thinking process used in nursing practice. (Clinical decision-making)
3. Adapt standardized nursing care protocols to selected persons and populations. (Nursing therapeutics)
4. Apply foundational theories and principles to the health promotion and risk reduction of selected persons and populations. (Health promotion/risk reduction)
5. Explain activities necessary for focused care management of selected persons and populations. (Illness and disease management)
6. Describe the characteristics of effective professional leadership. (Professional leadership)
7. Discuss basic ethical decision-making processes relevant to nursing practice. (Ethical practice)
8. Use scholarly evidence in planning the care for selected persons and populations. (Evidence-based practice)
9. Explore the dynamic interplay between humans and their environment, and the effect of this process on the health of selected persons and populations. (Global and cultural competence)

**Required/Suggested Text (Equipment)**

All required text from NUR 330, NUR 340, NUR 360 & NUR 370.

**Instructional Model**

Seminar will utilize a case study format to facilitate synthesis of “Level” content and previous learning. Completion of assignments prior to seminar is necessary to assimilate concepts and participate in seminar discussion. Assignments will include recommended review material.
Evaluation/Grading Scale

The seminar is evaluated utilizing the standard College of Nursing grading scale.

A cumulative course grade of 75%, as well as a passing grade of the NUR 380 Indicators, Portfolio and Reflective Summary is required for progression to Level Three.

** 75% is considered passing for all graded material. Components of the course and their respective weights are listed below.

<table>
<thead>
<tr>
<th>NUR 380 Components</th>
<th>Scores</th>
<th>Weight</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical analysis</td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>● Two @ 10% each</td>
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<td></td>
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<tr>
<td>Preparatory work randomly collected</td>
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<td></td>
<td>25%</td>
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<tr>
<td>● Five @ 5% each</td>
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<tr>
<td>Class Participation</td>
<td></td>
<td></td>
<td>10% 15%</td>
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<tr>
<td>● Mid level = 10%</td>
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<td></td>
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<tr>
<td>● End of level = 15%</td>
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<table>
<thead>
<tr>
<th>Level Components</th>
<th>Scores</th>
<th>Weight</th>
<th>Total</th>
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<tbody>
<tr>
<td>*<strong>Level Indicator:</strong></td>
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<td>30%</td>
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<tr>
<td>♦ Student led case example, from clinical, of a nurse demonstrating leadership characteristics</td>
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<td></td>
</tr>
<tr>
<td>Reflective Summary</td>
<td>Pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolios</td>
<td>Pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarly project</td>
<td>Pass</td>
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</table>
• **Preparatory work** will consist of analysis of knowledge and information prior to the case study discussion. It will be typed. Any added information during class-time will be handwritten on the Preparatory Worksheet. Only the typed information will be graded. This work will provide a springboard for discussion and integration of concepts during the seminar. Five Preparatory Worksheets will be graded throughout the course.

• **Critical analysis writings** will consist of synthesis of concepts and topics following the completion of a case study and/or from the student’s learning in level two (NUR 360 & NUR 370.) This is a timed exercise given at the final 20 - 30 minutes of selected classes.

• **Class participation** will be evaluated at mid-semester and at the completion of the semester. Criteria used to evaluate the student includes: listens attentively and respectfully; participation adds to, elaborates or clarifies points in discussion; demonstrates professionalism, responsibility and accountability. The first evaluation will constitute 10% of total grade, and the final will make up 15% of the total grade.

• **Integrative Seminar Indicators** are required for successful completion of Level II courses. The indicator for Integrated Seminar is listed under “Level Outcomes & Competencies” in bolded type.

• All students are required to complete the Education Resources Incorporated, *(ERI) Examinations / Review.* The results will be kept in the student’s Portfolio. ERI exams will be scheduled during the semester; exams will be taken via the ERI website and results will be forwarded to course faculty. Any student who does not achieve national average will be required to submit evidence of remediation. Specific details will be discussed in class.

• **A Reflective-Summary** is required by all students. Reflective summaries will be completed at the end of each level, synthesizing and reflecting on the nine College of Nursing Concepts. The reflective summaries will be evaluated on competencies for the “Level” and growth with in the major. They will be placed in the student’s Portfolio. Students may refer to elements in their Portfolios for examples of growth and development.
• **Student Portfolio** will be monitored and evaluated in the Integrative Seminar. The student will maintain their Portfolio in a three ring binder with tabs to differentiate the Indicators within each Level. (In future Integrative Seminars data may be transferred to digital media. This is NOT required but is optional in Level One.)

Required portfolio items for successful completion of the semester will include:

- All Level Two Indicators
- Clinical Evaluation: NUR 330, 360 & 370
- Skills checklist: NUR 330 & 360
- ERI examination results and review as appropriate
- Reflective Summary: NUR 350 & 380

• **The BSN Scholarly Project** begins in Level One and is completed in Level Four. In each Level, student groups will complete specific tasks related to this process. The purpose is to prepare students for their professional practice responsibilities. The College of Nursing uses this format to provide an opportunity to work together with colleagues in an area of interest, investigating issues and trends or applications and findings in relation to theories and principles of nursing practice. **At this level, students will submit their working groups, the specific topic and develop a plan for their project.** Topics might relate to ethical issues, international health, policy issues or any of the nine concepts.

Examples might include:
- Safe sleep practices for infants
- Smoking cessation programs
- Pre-eclampsia and infant bonding
- Water-borne illnesses in 3rd world countries
- Comparison of health care systems in the US and another country
- Nurse inter-collegial relationships and their effects
- Fall prevention strategies for the elderly

Students will work with faculty to facilitate their analysis, research, preparation, and presentation of their selected topics.
**Course Evaluation**

**Student Instructional Rating System (SIRS):** Students are expected to complete the course and instructor evaluation forms the week prior to final examinations. These evaluations can be accessed through [www.msu.edu/evaluation.asp](http://www.msu.edu/evaluation.asp). The process is monitored through the University and is strictly anonymous.

**University, CON, and Course Policies**

A. Refer to MSU Spartan Life Handbook and College of Nursing BSN Handbook for Policies regarding:
   1. Academic Dishonesty
   2. Taping and communication devices
   3. Weather
   4. Protection of property/computers
   5. Protection of Scholarship and grades
   6. SIRS
   7. Clinical Attire/dress code
   8. Disabled Student

B. Attendance

   Attendance at Integrative Seminar is **mandatory**. Faculty does have the right to excuse absences under exceptional circumstances.

C. Communication

   **E-Mail & Student Mailboxes:**

   All students are expected to check their e-mail and student mailboxes (in the Student Lounge) to retrieve course information. Student paperwork will be returned on a timely basis and placed in the mailboxes or handed back in lecture or clinical setting. E-mail is for the sole purpose of conveying constructive, positive course and nursing information **ONLY** and is a privilege. Any student utilizing this service to convey personal opinion, pass on chain letters, advertising or unauthorized statements will be reported to the Director of the Office of Student Affairs and the Associate Dean for Academic Affairs and dealt with on an individual basis. Inappropriate use may result in the individual being removed from the class list, and any other actions determined necessary by the Course Chairperson and College of Nursing administrators.
D. Student Faculty Relationship

It is expected that a professional, courteous, positive demeanor will be exhibited to peers, faculty and College of Nursing staff with each encounter. It is expected that you will arrive to class on time. Talking, reading the newspaper, surfing the net and sleeping are considered disrespectful during class. Cell phones must be turned off during class. It is essential that students are engaged in all classroom learning activities. Asking questions and requesting clarification of information is highly encouraged as student input is valued and worthwhile. Timeliness, honesty and integrity, a positive attitude, assertive communication skills and motivation are some of the personal skills that one should be developing, or refining, during nursing school. These positive skills will be utilized in your year at the College of Nursing at Michigan State University and in your chosen profession.
Michigan State University  
College of Nursing  
Integrative Seminar  
**Preparatory Worksheet** - Evaluation Tool

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 Accomplished</th>
<th>3 Proficient</th>
<th>2 Developing</th>
<th>1 Novice</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content identification</strong></td>
<td>Accurately identifies all key content</td>
<td>Accurately identifies most key content</td>
<td>Accurately identifies some key content</td>
<td>Incorrect/inaccurate responses to most items</td>
<td></td>
</tr>
<tr>
<td><strong>Structure of content</strong></td>
<td>Responses are clear, organized, and concise</td>
<td>Most responses are clear and organized</td>
<td>Some are unclear and/or disorganized, lack concise articulation</td>
<td>Most responses are unclear and lack any organization</td>
<td></td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Document is typed with appropriate grammar, terminology, and format</td>
<td>Document is typed with minimal grammatical, terminology or format errors</td>
<td>Document has many grammatical errors, misuse of terminology, and lack of format</td>
<td>Document is handwritten, no format</td>
<td></td>
</tr>
</tbody>
</table>

Name________________________________________  
Score__________________

12 = 100%  
9 = 75%
**Michigan State University**  
**College of Nursing**  
**Integrative Seminar**  
**Critical Analysis - Evaluation Tool**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 Accomplished</th>
<th>3 Proficient</th>
<th>2 Developing</th>
<th>1 Novice</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content identification</td>
<td>Identifies and critically analyzes CON concepts in terms of at least three examples of nursing practice since last Critical Analysis</td>
<td>Identifies and critically analyzes CON concepts in terms of at least two examples of nursing practice since last Critical Analysis</td>
<td>Identifies and critically analyzes CON concepts in terms of at least one example of nursing practice since last Critical Analysis</td>
<td>No evidence of identifying and critically analyzing CON concepts in terms of nursing practice since last Critical Analysis</td>
<td></td>
</tr>
<tr>
<td>Structure of content</td>
<td>Demonstrates considerable depth and focus in analysis</td>
<td>Demonstrates some depth and focus in analysis</td>
<td>Minimal depth and occasional loss of focus in analysis.</td>
<td>Superficial depth and lack of focus in analysis.</td>
<td></td>
</tr>
<tr>
<td>Applies concept to Self</td>
<td>Critically assesses personal learning and growth; AND assesses areas that are an opportunity for future growth in relation to appropriate CON concepts</td>
<td>Critically assesses personal learning and growth; AND assesses areas that are an opportunity for future growth in relation to some appropriate CON concepts</td>
<td>Critically assesses personal learning and growth; but does not assesses areas that are an opportunity for future growth in relation to CON concepts.</td>
<td>Lacks critical assessment of personal learning and growth in relation to CON concepts</td>
<td></td>
</tr>
<tr>
<td>Format</td>
<td>Analysis is well organized, clear, accurate, and relevant</td>
<td>Analysis shows organization, some clarity and accuracy, and is mostly relevant</td>
<td>Analysis has minimal organization, clarity and relevance, some inaccuracy</td>
<td>Analysis is disorganized, unclear, inaccurate, or irrelevant</td>
<td></td>
</tr>
</tbody>
</table>

Name________________________________________
Score____________

**Feedback:**

16 = 100%
12 = 75%
Michigan State University  
College of Nursing  
Integrative Seminar  
**Teacher Evaluation of Student** - Participation Tool

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens attentively and respectfully without interruption or disruption</td>
<td></td>
</tr>
<tr>
<td>Participation adds to, elaborates on, or clarifies points in discussion</td>
<td></td>
</tr>
<tr>
<td>Demonstrates professional responsibility and accountability</td>
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<tr>
<td>Attends Class</td>
<td></td>
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</table>

**Key**
- 4 Accomplished: almost always exhibits  
  16 = 100%
- 3 Proficient: very often exhibits  
  12 = 75%
- 2 Developing: sometimes exhibits
- 1 Novice: rarely exhibits
- **NA**: not applicable
Outcome:
Value the contribution of nursing leadership and roles for the delivery of nursing care to persons and populations in health care settings.

Competencies:
1. Examine how nursing leadership roles and strategies affect health care quality
2. Collaborate with multiple disciplines in providing client care.

The indicator is achieved in Nursing 380:
Student led case example from clinical of a nurse demonstrating leadership characteristics, the impact and importance.

Each student in Nursing 380 will make a class presentation. Directions for the assignment are below:
1. Review the definition of the concept, “Professional Leadership.”
2. Read the article listed below. (It is available on line through the MSU library:)
   

3. Observe nurses in your clinical settings each week for leadership characteristics, and make a list of these behaviors throughout the semester.
4. From this compiled list, determine the one that had the largest impact on your growth of leadership skills. The example could be a positive or negative demonstration of leadership characteristics.
5. Make a five minute presentation to your class which will include:
   a. a description of the nurse, his/her role and the clinical setting
   b. a description of the leadership characteristics you saw
   c. an analysis of how the nurse’s behaviors were an example of a positive or negative leader
   d. an analysis of how the quality of health care may have been affected by the nurse’s behavior
   e. a reflection of how completing this assignment affected your competency in the concept of “Professional Leadership.”
<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content:</strong> Describes leadership characteristics</td>
<td>Provides a clear description of leadership characteristics with a reference to the assigned article</td>
<td>Provides a description of some leadership characteristics, but there is no reference to the assigned article</td>
<td>Description of leadership characteristics is vague and there is no reference to the assigned article</td>
<td>Does not describe any leadership characteristics and there is no reference to the assigned article</td>
</tr>
<tr>
<td><strong>Content:</strong> Analyzes effect on health care</td>
<td>Provides a thorough analysis of how the nurse’s behaviors affected or could have affected the quality of health care</td>
<td>Provides a limited analysis of how the nurse’s behaviors affected or could have affected the quality of health care</td>
<td>The relationship between the nurse’s behaviors and the affect on the quality of health care is not clear</td>
<td>Does not address how the nurse’s behaviors affected or could affect the quality of health care</td>
</tr>
<tr>
<td><strong>Content:</strong> Reflects on the concept of leadership</td>
<td>Clearly describes how own competency in leadership was affected by this assignment</td>
<td>Clearly describes the competency but does not relate it to own growth</td>
<td>Does not clearly describe the competency and does not relate it to own growth</td>
<td>Does not address the competency</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Speaks clearly &amp; distinctly, with consistent eye-contact, appropriate posture and volume; no non-word fillers</td>
<td>Speaks clearly &amp; distinctly, with eye contact to some of audience, stands straight; occasional non-word fillers</td>
<td>Speaks clearly and distinctly some times (85%), some eye contact; regular use of non-word fillers</td>
<td>Mumbles or cannot be understood, minimal eye contact</td>
</tr>
</tbody>
</table>

Name ____________________________

Total Possible Score = 16

Student’s score: ________________
<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 Accomplished</th>
<th>3 Proficient</th>
<th>2 Developing</th>
<th>1 Novice</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept Development</strong></td>
<td>Specifically and completely defines each concept as related to your experiences and provides an example of accomplishment for each</td>
<td>Specifically and completely defines each concept as related to your experiences and provides examples for 7-8 concepts</td>
<td>Minimally defines each concept as related to your experiences and provides examples of 5-6 concepts</td>
<td>Does not adequately define concepts and provides few examples</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Growth in Concepts</strong></td>
<td>Provides specific evidence of personal growth in each of the nine (9) concepts</td>
<td>Provides specific evidence of personal growth in 7-8 concepts</td>
<td>Provides specific evidence of personal growth in 5-6 concepts</td>
<td>Provides specific evidence of personal growth in less than 5 concepts</td>
<td></td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Adequately describes using specifics the application of the 9 concepts into daily clinical practice</td>
<td>Adequately describes using specifics the application of the 7-8 concepts into daily clinical practice</td>
<td>Adequately describes using specifics the application of the 5-6 concepts into daily clinical practice</td>
<td>Describes using vague generalities or adequately describes using specifics the application of less than 5 concepts into daily clinical practice</td>
<td></td>
</tr>
<tr>
<td><strong>Goal Areas</strong></td>
<td>Identifies at least 4-5 specific areas for growth and develops a realistic growth plan to achieve mastery in each area</td>
<td>Identifies at least 3 specific areas for growth and develops a realistic growth plan to achieve mastery in each area</td>
<td>Identifies at least 2 specific areas for growth and develops a realistic growth plan to achieve mastery in each area</td>
<td>Identifies growth areas in vague generalities and/or has no realistic plan to achieve mastery</td>
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<tr>
<td><strong>Structure and Format</strong></td>
<td>Sentences well formed and appropriately varied in length and style; Few if any spelling, grammatical, or APA format errors Clear introduction, smooth transitions between topics, and thoughtful conclusion</td>
<td>Most sentences are well formed, with occasional awkwardness; Some spelling or grammatical errors, but paper understandable Introduction, transitions, and conclusions present, could be clearer or smoother</td>
<td>Some sentences poorly constructed but generally understandable; Some spelling on grammatical errors, making paper difficult to understand in places Evident which topics are being discussed, but no introduction, conclusion, or transitions</td>
<td>Many sentences poorly constructed, incomplete, and/or awkward; Many spelling or grammatical errors, which present significant barrier to understanding Unclear which topics are being discussed and when; transitions non-existent</td>
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<table>
<thead>
<tr>
<th>Level Performance Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>Percentage</td>
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<tr>
<td>100%</td>
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<tr>
<td>75%</td>
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