



**UNIVERSITY OF ALBERTA**  
Faculty of Nursing Undergraduate Programs  
**BScN COLLABORATIVE PROGRAM**  
Grande Prairie Regional College, Keyano College,  
Red Deer College, University of Alberta



**NURS 120**  
**FOUNDATIONS FOR SUCCESS IN NURSING**  
**COURSE OUTLINE**

**Note: students are expected to familiarize themselves with this course outline,  
the BScN Program Student Handbook and Moodle site.**

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## NURS 120 – Foundations for Success in Nursing

(★4)The course develops an understanding of self as a learner in a health professions context. It explores the foundations of professional nursing, relational practice and therapeutic communication. The course promotes reflection on personal perspectives and experiences to understand one's own attitudes, beliefs, and values. It fosters resilience and explores strategies for self-management and growth. Course includes 6 clinical hours total.

Corequisites: MMI 133 and NURS 106

Students must achieve a minimum grade of C+ in order to progress in the program. Credit may be obtained for only one of NURS 120 or 103.

### Course hours

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Lecture: 3hrs/week

Clinical: 6hrs for entire term

Lab: 3hrs/week

Total: 96 hours/15 weeks

### Course Learning Outcomes

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**Upon completion of this course, the student will be able to:**

- 1) Acquire learning strategies to enhance their success as a learner
- 2) Appreciate and explore professional nursing at an introductory level
- 3) Explore the concept of health at an introductory level
- 4) Explore and practice therapeutic communication as the foundation for relational practice
- 5) Reflect on personal beliefs and values and how they influence nursing practice
- 6) Develop and practice mindfulness-based strategies to manage stress and build resilience
- 7) Explore and develop scholarly writing skills

### TRANSFERABILITY:

#### UofA NURS120

**\*Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferalberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions.

**Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

## Course Instructors

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Name	Office number	Phone number	email
Cynthia Fitzpatrick	CC187G	780-791-8920	cynthia.fitzpatrick@keyano.ca
Tiffany Hickey	CC187J	780-791-8987	tiffany.hickey@keyano.ca
Donna MacDougall	S109B	780-791-4975	donna.macdougall@keyano.ca

### Note:

- Please allow 2 business days for a response. Include “NURS 120” in your subject line.
- Professional and respectful communication is expected.

### Communication:

It is the students' responsibility to ensure that they check Moodle courses at minimum of twice daily, once in morning and evening. It is recommended to check Moodle more frequently. It is the students' responsibility to ensure thorough review of all resources and content on the Moodle course site. The instructors have placed many resources and documents to ensure the students' success in each course.

Instructors will communicate with the student group by announcements in the news forum on Moodle. Please ensure that you check this at least twice daily.

It is the students' responsibility to check their Keyano College email at minimum of twice daily, once in morning and again in evening. It is recommended to check email more frequently. Please note that the method to contact your instructor is email. Please allow a 48 hour minimum response time from your instructor on business days. Instructors will not be checking emails on evenings and weekends/holidays. Do not text or call your instructor unless you will be absent for clinical that day; inquiries related to assignments and course content will be sent in an email to your instructor.

## Required Computer Access Codes for Elsevier Evolve ebooks

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Elsevier. (2016). *Nursing concepts online-Access Code*.

Elsevier ebooks

## Required resources

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College and Association of Registered Nurses of Alberta. (2013). *Entry-to-practice competencies for the registered nurses profession*. Edmonton, AB: Author. Retrieved from [https://www.nurses.ab.ca/docs/default-source/document-library/standards/entry-to-practice-competencies-for-the-registered-nurses-profession.pdf?sfvrsn=15c1005a\\_12](https://www.nurses.ab.ca/docs/default-source/document-library/standards/entry-to-practice-competencies-for-the-registered-nurses-profession.pdf?sfvrsn=15c1005a_12)

College and Association of Registered Nurses of Alberta (2010). *Ethical decision-making for registered nurses in Alberta: Guidelines and recommendations*. Edmonton: Author. Retrieved from [https://www.nurses.ab.ca/docs/default-source/document-library/guidelines/rn-ethical-decisions-making.pdf?sfvrsn=d714472f\\_10](https://www.nurses.ab.ca/docs/default-source/document-library/guidelines/rn-ethical-decisions-making.pdf?sfvrsn=d714472f_10)

College and Association of Registered Nurses of Alberta. (2013). *Practice standards for regulated members*. Retrieved from

[http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/PracticeStandards\\_Jan2013.pdf](http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/PracticeStandards_Jan2013.pdf)

Canadian Nurses Association (CNA) Code of Ethics for Registered Nurses (2017). Accessed at: <https://www.cna-aiic.ca/-/media/cna/page-content/pdf-en/code-of-ethics-2017-edition-secure-interactive.pdf>

College and Association of Registered Nurses of Alberta. (2008). *Primary health care*. Edmonton, AB: Author. Retrieved from [https://www.nurses.ab.ca/docs/default-source/document-library/guidelines/primary-health-care-guidelines.pdf?sfvrsn=d3e8692c\\_10](https://www.nurses.ab.ca/docs/default-source/document-library/guidelines/primary-health-care-guidelines.pdf?sfvrsn=d3e8692c_10)

College and Association of Registered Nurses of Alberta. (2011). *Professional boundaries for registered nurses: Guidelines for the nurse-client relationship*. Edmonton, AB: Author. Retrieved from [http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Guidelines/RN\\_ProfessionalBoundaries\\_May2011.pdf](http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Guidelines/RN_ProfessionalBoundaries_May2011.pdf)

Faculty of Nursing, University of Alberta. (2017). *Graduate Competencies and Year-End Outcomes Condensed Version Rev. 2.0*. Retrieved from Moodle Nurse 001Skills/Resources/Policies/Surveys course.

## Recommended Textbooks & Resources

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Doane, G.H. & Varcoe, C. (2015). *How to nurse*. (1st ed.). Philadelphia, PA: Wolters Kluwer/Lippincott, Williams & Wilkins.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed). Washington, DC: Author. May supplement with credible APA software equipment i.e. <http://perla.com/APADetails.aspx>

## Course evaluation

Assignments/Course components	Dates	Weight	Course objectives no.
1) One page paper- Part A	September 30, 2019	10%	1,2,3,7
2) One page paper - Part B	November 12, 2019	20%	1,2,3,7
3) Midterm	October 28, 2019	20%	1,2,3
4) Student success manifesto (ePortfolio submission)	November 29, 2019	25%	1-6
5) Final Exam	Final Exam Schedule	25%	1-6

Criteria to receive a “Pass”

- Attend all classes. If you miss a class due to illness or unforeseen circumstances, you must inform your instructor prior to class. There are no “make up” classes in lab.
- All assignments must be completed and submitted to instructor on the specified due date as outlined.
- In class participation includes active engagement in discussions and activities, and listening to and demonstrating respect for classmate’s contributions.
- Students must refrain from cell phone and internet use during class and lab.
- Students are expected to come to lab prepared to participate.

## Assignment descriptions

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### Scholarly Paper: Part A (10%)

One page paper Part A: Purpose statement, outline and references. Students will work in pairs to choose a topic from the topic guide, create a purpose statement, and an outline and reference list with 5 sources. APA format will be used.

The purpose of this assignment is to support student learning around health and the social determinants of health (SDOH). This assignment also helps students learn to write concisely.

1. Select and describe one SDOH (demonstrate your understanding of your chosen SDOH).
  - a. Income and social status (income and its distribution)
  - b. Social support networks
  - c. Education and literacy
  - d. Employment and working conditions (Unemployment and employment security)
  - e. Physical environment (geography, housing, food security)
  - f. Biological and genetic endowment
  - g. Individual health practices and coping skills
  - h. Healthy child development (early life)
  - i. Health services (health care services)
  - j. Gender
  - k. Culture (immigrant status, race, indigenous ancestry)
  - l. Social environments (social safety net, social exclusion, disability)
2. Discuss how the SDOH has influenced the past or current health of a chosen student (choose one student from the pair to write about).

Students will hand in the assignment in 2 parts and will receive timely feedback for Part A in order to support them in creating Part B. \*Students should integrate feedback received from Part A into Part B.

### Part A

**Students will submit the following for Part A:**

1. Title page
2. Body page with:
  - a. Purpose statement

- b. Essay outline
3. Reference page with at least 2 credible references that are not a textbook. You may reference a textbook as well but have at least 2 others from a peer reviewed source.

Students must use APA 6<sup>th</sup> edition formatting.

See **APPENDIX A** for Part A marking guide

**Due:** Sept 23, 2019 by 1300

### **Scholarly Paper: Part B (20%)**

One page paper Part B: Working in the same pair from Part A, students will follow the assignment guidelines and the rubric to write a one page paper. Paper is to be in APA format with a title page and a reference page.

#### **Part B**

**Students will submit the following for Part B:**

1. Title page
2. One page paper
  - a. Introduction
  - b. Body
  - c. Conclusion
3. Purposefully integrate feedback received into Part B.
4. Must integrate supporting references throughout paper.
5. Reference page at least 2 references outside of textbooks.
6. Double spaced Times New Roman 12 font
7. \*\*Must include feedback (rubric and comments) received from Part A as an **appendix** in Part B.

Students must use APA 6<sup>th</sup> edition to format the paper. (Use a 6<sup>th</sup> edition APA template **and** the APA 6<sup>th</sup> edition textbook or website (apastyle.org) for formatting, citing and referencing. The word limit is a **maximum** of **500** words. Students should use credible nursing and health literature (sources) to support their discussion.

See **APPENDIX B** for Part B marking guide

**Due:** November 12, 2019 by 1300

Please refer to the assignment rubrics for further detail.

### **Midterm Quiz (20%)**

Midterm quiz: Examination details, including location will be posted on Moodle. Examination will be completed within scheduled class time. See timetable for date and time.

### **Manifesto (25%)**

Student success manifesto:

A *manifesto* is a powerful declaration of values and intentions about a topic, idea or event. This manifesto will act as your opportunity to consider, reflect and create your personal declaration of who you are today and who you aspire to become in this nursing program. Once written, the manifesto should serve as your personal document upon which you will hold yourself accountable.

This assignment is your personal declaration of what you value about nursing as a profession, what you believe about being a student in a professional program and the vision you have for yourself as a student in this professional program.

**Due:** November 29, 2019 by 1300

### Guidelines for your manifesto

1. Introduction
  2. Nursing as a Profession
    - a. What do you value/believe about nursing as a profession?
  3. Being a student in a professional program
    - a. What values/beliefs do you live by?
    - b. What do you bring to the program?
    - c. What do you bring to the profession?
  4. Your vision
    - a. What is your vision for yourself as a student in this professional program?
    - b. What values/beliefs do you intend to continue to uphold? Why?
    - c. What additional values/beliefs do you intend to integrate? Why?
    - d. How will your vision guide you throughout the program?
      - i. Through positive events?
      - ii. Through challenging times?
  5. Conclusion
- Please use APA 6<sup>th</sup> edition formatting. Maximum 1200 words excluding title page and reference page.

### **Final Exam (25%)**

Final Exam: Examination details, including location will be posted on Moodle. The final exam will be invigilated on-site during exam week (from December 9 to December 17, 2019).

### **Communication Clinical Practice Activity**

Communication clinical practice activity will be integrated into the communication and clinical judgment labs.

### **Final grades**

The assignments are marked as raw scores according to the percentage weight assigned to each. The marks on course assignments will contribute to the overall letter grade according to the percentage that each assignment is weighted in the course. At the end of the course, all assignment scores are totaled for a term summary mark in the course based on the grading scale below. The FINAL COURSE GRADE is based on the cumulative total of individual student's weighted assignment marks.

Grading rubric is located in **Appendix D**

### **Deferred final exams:**

A student who has missed a final exam because of incapacitating mental and/or physical illness, severe



domestic affliction or for circumstances as described in Keyano College's Examination Policy in the Credit Calendar. Students are required to follow the process outlined in the policy should they wish to apply for a deferred exam.

## **Performance Requirements**

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### **Student Responsibilities**

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

### **Student Attendance**

Class/Lab attendance is useful for two reasons. First, class/lab attendance maximizes a students' learning experience. Second, attending class/lab is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes/labs. Students who miss classes/labs are responsible for the material covered in those classes and for ensuring that they are prepared for the next class/lab, including the completion of any assignments and / or notes that may be due.

### **Academic Misconduct**

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on [ilearn.keyano.ca](http://ilearn.keyano.ca). Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

## Late Assignments

All assignments are to be submitted as indicated in the syllabus and timetable. Extensions on assignments may be granted; however, must be negotiated with the instructor prior to the due date and with a date specified for late submissions. Assignments not submitted on the day and time specified will incur a 5% deduction per day including weekends. This will be applied each day until the assignment is received by the instructor. Students can submit assignments by e-mail on weekends,

## Specialized Supports

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The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre and Wellness Services, work together to support student success at Keyano College.

### Accessibility Services

Accessibility Services (CC260) supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934

### Skill Centre

Skill Center (CC119) provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 9:00 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

### Wellness Services

Wellness Services (CC260) offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

## APPENDIX A: Scholarly Paper Part A

	<b>2</b>	<b>1</b>	<b>0.5</b>	<b>0</b>	
<b>Purpose Statement</b>	Purpose statement is engaging, clear, easy to understand, and informs the reader of the purpose and intention of the paper.	Purpose statement clearly conveys the purpose of the paper.	The purpose statement does not convey the purpose of the paper and/or it does not reflect the intention of the scholarly assignment.	Purpose statement is missing or inadequate	
	<b>5</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Outline of Paper</b>	The outline represents all the assignment components. Each section of the outline clearly articulates a main point and includes supporting points. Outline demonstrates connections to literature for each section. The outline includes key points for the introduction and conclusion.	The outline shows all assignment components. Most sections identify one or more of the main points and offers some supporting points. Most sections include connections to literature. Key points are included for introduction and conclusion.	Outline is missing one or 2 of the components of the assignment and lacks connections to literature.	Outline only identifies a few main points and connections to literature are lacking/missing.	Outline is missing.
	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
<b>Reference Page</b>	Sources are excellent, peer reviewed/credible and will serve to inform and support the paper. Literature is primarily from Canadian nursing and/or Canadian nursing research sources. APA is used correctly with no errors.	Includes good choices that will inform and support the paper. Some of the choices are from Canadian nursing and/or Canadian nursing research sources. Minor APA errors.	Reference list is inadequate and does not support the assignment guidelines or purpose. Major APA errors.	Missing	
<b>Comments</b>					<b>Total: ____/10</b>

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## APPENDIX B: Scholarly Paper Part B

	4	3	2	1	0
<b>Introduction and Conclusion</b>	Outstanding and/or creative introduction to the paper topic. Clearly forecasts the paper's organization and the key ideas. Purpose statement is engaging, clear, easy to understand, and informs the reader of the purpose and intention of the paper. <u>Conclusion</u> Concisely summarizes key points. Includes powerful and/or thought provoking 'take away messages'/conclusions.	Clearly introduces the paper topic, the key ideas and forecasts what is to come in the paper. Purpose statement is clear and correctly informs reader of the purpose of the paper. <u>Conclusion</u> Summarizes key points. Includes an interesting or thoughtful take away messages/conclusion.	Introduces the paper topic and includes a purpose statement but may lack clarity or focus. Attempts to introduce what is to come in the paper. <u>Conclusion</u> Attempts to summarize some key points of the paper. Shares a concluding message.	The introduction to the topic and/or the key ideas may be too brief or does not adequately introduce the paper. The purpose statement does not convey the purpose of the paper and/or it does not reflect the intention of the scholarly assignment. <u>Conclusion</u> Insufficient summary of key ideas. Does not include or inadequately attempts to share any conclusions.	Poor introduction to the paper and does not introduce main ideas. Purpose statement is misleading or incomplete. <u>Conclusion</u> Discussion does not summarize or reflect key ideas.
<b>Selection and description of a Social Determinant of Health</b>	4	3	2	1	0
	Excellent explanation of the chosen SDOH and writer conveys a sophisticated understanding of its relationship to health. Appropriate literature support is seamlessly included in discussion.	Clearly defines and discusses the SDOH and its relationship to health. Literature serves to support discussion.	Explanation demonstrates a beginning understanding of the chosen SDOH and its relationship to health. Discussion supported by literature but may be lacking in areas.	Explanation struggles to demonstrate an understanding of the SDOH and its influence on health. Literature is poorly used to support discussion.	Inadequate explanation of the SDOH or explanation is confusing. Literature support is missing or inappropriate.
<b>Discussion re: social determinant of health</b>	8	7-6	5-4	3-2	1-0
	Succinct and sophisticated discussion. Demonstrates a full understanding of the impact and influence of the SDOH on the past or current health of the individual. Exceptional	Thorough discussion that demonstrates a solid understanding of the chosen SDOH's impact on the past or current health of the individual. Uses nursing	Discussion demonstrates a good understanding of the chosen SDOH's impact on the past or current health of the individual. Discussion may be lacking in clarity	Discussion conveys a beginning understanding of the impact of the social determinant of health on the health of the individual. Discussion in places may be confusing or off topic.	Superficial discussion. Does not articulate an understanding of the relationship between the social determinant of health and the health of the individual. Literature support is missing or inappropriate.

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	integration of nursing literature into discussion.	literature to inform and support discussion.	in places. Attempts to use nursing literature to inform and support discussion.	Literature support is lacking.	
	<b>3</b>	<b>2</b>	<b>1</b>	<b>0.5</b>	<b>0</b>
<b>Writing/ Presentation/ APA</b>	Sophisticated, creative and outstanding writing. Writing is concise with grammar and spelling correct throughout. Ideas are well organized and flow and transition seamlessly. Word count is followed within 10%. APA has no errors.	Excellent writing. Writing is primarily grammatically correct with few spelling areas. Paper is concise, organized and is easy to follow. Word count is followed within 10%. Minimal/minor APA errors	Writing is good overall. Some grammar and spelling errors interrupt the flow and clarity. Paper may have issues with conciseness of ideas or organization. Word count is followed within 10%. Some APA errors	Paper has multiple grammatical errors, spelling errors or issues with conciseness or sentence structure. Lacks flow and organization in some areas. May not adhere to word count parameters. Many and/or major APA errors.	Many grammatical and sentence structure areas which impedes the discussion. The paper is disorganized. May not adhere to word count parameters. Extensive APA errors.
	<b>1</b>	<b>0.75</b>	<b>0.5</b>	<b>0.25</b>	<b>0</b>
<b>Incorporating Feedback</b>	Feedback received from instructor and peers for Part A is included as an appendix. The final draft thoughtfully incorporates the feedback and integrates it to enrich the final draft of the assignment.	Feedback from instructor and peers for Part A is included as an appendix. The final draft includes the majority of the feedback which is integrated in the assignment.	Feedback from instructor and peers for Part A is included as an appendix. The final draft includes some integration of the feedback.	Feedback is minimally integrated into the final draft	No evidence that feedback is integrated into final draft.
<b>Comments:</b>					<b>Total: ____/20</b>

## APPENDIX C: Student Success Manifesto

Component	4	3	2	1	0
<b>Introduction/ Conclusion</b>	Outstanding and/or creative introduction to the manifesto. Clearly forecasts the paper's organization and the key ideas. Purpose statement is engaging, clear, easy to understand, and informs the reader of the purpose and intention of the paper. <u>Conclusion</u> Concisely summarizes key ideas. Includes powerful and/or thought provoking 'take away messages'/conclusions.	Introduces the paper topic, the key ideas and forecasts what is to come in the paper. Purpose statement is clear and correctly informs reader of the purpose of the paper. <u>Conclusion</u> Summarizes key ideas. Includes an interesting or thoughtful take away messages/conclusion.	The introduction to the topic and/or the key ideas may be too brief or does not adequately introduce the paper. The purpose statement does not convey the purpose of the paper and/or it does not reflect the intention of the scholarly assignment. <u>Conclusion</u> Insufficient summary of key ideas. Does not include or inadequately attempts to share any conclusions.	Poor introduction to the paper and does not introduce main ideas. Purpose statement is misleading or incomplete. <u>Conclusion</u> Discussion does not summarize or reflect key ideas.	Introduction is missing. Conclusion is missing.
	4	3	2	1	0
<b>Nursing as a Profession</b>	Sophisticated and succinct discussion of what student values/believes about nursing as a profession. Seamless integration of literature.	Excellent discussion of what the student values/believes about nursing as a profession. Includes literature support.	Good discussion of what student values about nursing as a profession. May be issues with depth/breadth or clarity. Little to no literature support.	Attempted discussion of what student values about nursing as a profession. May lack depth/breadth and/or clarity. No literature support.	Missing or Does not reflect assignment guidelines.
	5	4	3	2-1	0
<b>Student in a professional program.</b>	Outstanding articulation of the student's personal values/beliefs. Clearly articulates the strengths/characteristics he/she/they bring to the nursing program and the	Excellent discussion of the student's personal values/beliefs. Discusses the strengths/characteristics that he/she/they bring to the nursing program and nursing profession.	Good discussion of the student's personal values/beliefs. Discusses personal strengths/characteristics Discussion may lack depth/breadth/clarity.	Discussion of student's values/beliefs and personal strengths/characteristics lacks depth and breadth. Issues with clarity and/or connection to assignment	Discussion is incomplete, missing or inappropriate.

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	profession. Seamless integration of literature.	Literature serves to support discussion.	Literature support is missing or inappropriate.	guidelines. No literature support.	
	<b>7</b>	<b>6-5</b>	<b>4-3</b>	<b>2-1</b>	<b>0</b>
<b>Vision</b>	Sophisticated and earnest personal vision as a student in this professional program. Outstanding discussion of the values/beliefs he/she/they will uphold and the additional values/beliefs to be integrated. Strong declaration of how the vision will guide the student through positive and challenging times in the program. Seamless integration of literature that enhances discussion.	Shares a strong and clear personal vision. Excellent discussion of the values/beliefs he/she/they will uphold and the additional values/beliefs to be integrated. Solid discussion of how the vision will guide the student through positive and challenging times in the program. Uses literature to support discussion.	Shares a good personal vision. Vision lacks conviction. Discusses the values/beliefs he/she/they will uphold and the additional values/beliefs to be integrated but may be lacking in detail/clarity or strayed from assignment guidelines. Attempts to discuss how the vision will guide the student through positive and challenging times in the program but lacks depth/breadth/clarity. Includes some literature support.	Attempts to share a personal vision but it is lacking or does not reflect assignment guidelines. Incomplete discussion of how the vision will guide the student in the program. May not reflect assignment guidelines. No literature support.	Missing or inappropriate.
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2-1</b>	<b>0</b>
<b>Writing/ Sources/APA</b>	Sophisticated, creative and outstanding writing. Concise with no grammar or spelling errors. Ideas are organized, flow and transition smoothly. <i>Literature/Sources</i> are outstanding and serve to enhance the discussion. Word count is followed within 10%.	Excellent writing. Primarily grammatically correct with few spelling areas. Paper is concise, organized and is easy to follow. <i>Literature/Sources</i> are adequate and serve to support the discussion. Word count is followed within 10%. Minimal/minor APA errors	Paper has some grammatical errors, spelling errors or issues with conciseness or sentence structure. Lacks flow and organization in some areas. <i>Literature/Sources</i> lacking in quantity or quality. May not adhere to word count parameters. Many and/or major APA errors.	Many grammatical and sentence structure areas which impedes the discussion. The paper is disorganized. Literature support/sources missing or inappropriate. May not adhere to word count parameters. Extensive APA errors.	Writing is inappropriate and/or does not reflect assignment.
					<b>Total: ____/25</b>

## APPENDIX D: Keyano College Percentage – Alpha Grading System

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Descriptor	Percentage Scale	Alpha Scale
Excellent	96-100	A+
	90-95	A
	85-89	A-
Good	80-84	B+
	76-79	B
	72-75	B-
Satisfactory	68-71	C+
	64-67	C
Minimum Pass	60-63	C-
Poor	55-59	D+
	50-54	D
Failure	0-49	F

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