



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



NURS 220
FOUNDATIONS OF NURSING II
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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Calendar Statement

NURS 220 - Foundations of Nursing II

(★3) The focus is on evidence-informed assessment and management of health challenges in both episodic and chronic illness. Aligns with concepts from NURS 216 and NURS 221 intentional clinical learning activities. Note: Available only to nursing students in the Collaborative Program.

Prerequisites: NURS 116 (or NURS 113), NURS 124 (or NURS 103), and NURS 125 (or NURS 105).

Corequisite: NURS 216 and NURS 221 (or NURS 202). Students must achieve a minimum grade of C+ in order to progress in the program. Credit may be obtained for only one of NURS 220 or 201.

Course Hours

Lecture: 3/week

Total: 45 hours

Course Learning Outcomes

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

- Examine and differentiate assessment and management of care for clients with episodic and chronic illness
- Integrate theoretical and foundational concepts that inform nursing practice when working with clients across the lifespan.
- Explore nursing practice when working with clients experiencing episodic and chronic illness.
- Explore the theoretical and philosophical underpinnings related to working with vulnerable and diverse individuals and populations.
- Develop and refine scholarly writing skills.

Course Instructors

| Name | Office number | Phone number | email |
|-----------------|---------------|--------------|---------------------------|
| Sharon Grantham | 187 D | 780-792-5741 | Sharon.grantham@keyano.ca |

Note:

- Please allow 2 business days for a response. Include “NURS 220” in your subject line.
- Professional and respectful communication is expected.

Communication

It is the students' responsibility to ensure that they check Keyano Email and Moodle courses at minimum of twice daily, once in morning and evening. 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. 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.

Online Course Information

Due to the pandemic, COVID-19, this course will be delivered in an online format. Instructors will deliver course material by utilizing different platforms that best suits the course. Online resources may include Microsoft Teams, ZOOM, virtual simulation, Adobe Connect, or Voice-Over PowerPoint Presentations. Courses will remain interactive throughout the semester and may include video lectures, forum discussions and virtual group projects. Evaluation criteria will be listed in each course syllabus.

It is the responsibility of the student to ensure access to these resources and participate in course content fully. If technical difficulties arise it is the responsibility of the student to contact their instructor as soon as possible to inform them of such. Where possible instructors will seek mutual resolution in the best interests of the class as a whole.

Required Computer Access Codes for Elsevier Evolve e-books

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

Required Resources

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

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

College and Association of Registered Nurses of Alberta. (2013). *Practice standards for regulated members*. Retrieved from https://www.nurses.ab.ca/docs/default-source/document-library/standards/practice-standards-for-regulated-members.pdf?sfvrsn=d4893bb4_8

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

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

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

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

1. American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Course Evaluation

| Assignments/Course components | Dates | Weight |
|---------------------------------|----------|--------|
| 1) Scholarly Presentation | Nov 20 | 15% |
| 2) Scholarly Written Assignment | Nov 27 | 15% |
| 3) Midterm exam | Nov 6 | 30% |
| 4) Final Exam | Dec 7-11 | 40% |

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.
- 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.
- Students are expected to come to class prepared to participate.

Assignments Descriptions

Scholarly Presentation Assignment (15%)

DUE: Friday November 20, 2020

For the purposes of this presentation students will work in groups (X to X students per group). Each group will then plan a presentation to deliver to their peers and the Instructor. A variety of presentation methods can be used (e.g., poster, handouts, brochures, demonstration or a combination). This presentation should incorporate the principles of Primary Health Care and include the integration of nursing research-based literature.

- Students will complete and deliver their presentation during class time.
- The time and date for this presentation will be determined in collaboration with the Instructor.
- Please prepare a list of references following APA format used for this presentation and submit to the Instructor on the day of the presentation.
- Marking guide for presentation is Appendix A.
- A list of topics will be provided during the first day of classes.
- Each group will choose a topic and present and write a scholarly written paper on the chosen topic.
- Each group member will make the same mark.

Scholarly Written Assignment (15%)

DUE: Friday November 27, 2020 at 1600 hrs

There are several reasons why some older adults with chronic conditions remain independent and active, while others decline into frailty and dependence. The provision of support in self-management of symptoms may allow many older adults to remain in their homes or in supportive living facilities. The purpose of this scholarly paper is to explore the concept of self-management support as it relates to the older adult population living with the chronic condition from your presentation. In your paper, include how self-management support is defined, who provides the support/resources (family/friends, nurses, health professionals, groups, community etc.), what type of support/resources is provided and how it will benefit the older adult with a chronic condition(s). You are to work on this paper with group members from your presentation. Editing and Writing of the paper should be done together with all group members.

- Write a five page paper (excluding the title and reference pages) using APA format.

- This scholarly paper must incorporate both research and non-research-based literature and the format for this paper must follow APA standards.
- The paper will be evaluated based upon the Scholarly Paper Marking Guide (See APPENDIX C).
- When submitting papers use Moodle; students shall email copies of the reference articles used as a PDF file to instructor.
- Include a brief introduction to what the paper is about with integration of the concepts from your presentation and why the topic is important.
- Include a conclusion and summary.
- Each group member will make the same mark.

Midterm Quiz (30%)

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

Final Exam (40%)

Examination details, including location will be posted on Moodle. The final exam will be invigilated on-site during exam week (from December 7 -11, 2020).

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 C.

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

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](#). The Keyano College credit calendar also has information about Student Rights and Code of Conduct. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Code of Conduct Policies.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a student's learning experience. Second, attending class 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. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and 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; and
- 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 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 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. Then print the certificate, sign it, and show it to each of your instructors. Your course work may not be graded until you show this signed certificate.

Specialized Supports

The Student Services department is committed to Keyano students and their academic success. There are a variety of student supports available at Keyano College. Due to the continuing situation with the Covid-19 pandemic, the offered support services will be implemented differently this semester by being provided mostly virtually. In-person service can be requested as needed. All Alberta Health Services guidelines will be followed for in-person appointments—wear a mask, maintain two meters of physical distance, use hand sanitizer, and stay home if you are unwell.

All student services are available during Keyano business hours: Monday to Friday, 8h30-16h30.

The Library has evening and weekend hours. Please check keyano.ca/library for current hours.

Accessibility Services: provides accommodations for students with disabilities. Students with documented disabilities, or who suspect a disability, can meet with a Learning Strategist to discuss their current learning barriers and possible accommodations. Students who have accessed accommodations in the past are encouraged to contact us to request them for the semester. Please note that requesting accommodations is a process and requires time to arrange. Contact us as soon as you know you may require accommodations. For accessibility services supports and to book a virtual appointment, please contact accessibility.services@keyano.ca.

Accessibility Services also provides individual and group learning strategy instruction for all students, as well as technology training and supports to enhance learning. Meet with a Learning Strategist to learn studying and test-taking strategies for online classes. Schedule an appointment with the Assistive Technology Specialist to explore technology tools for learning. Book an appointment today by emailing accessibility.services@keyano.ca

Academic Success Coaching: offers you support and access to resources for your academic success to help you to find the Keys to your Success. The Academic Success Coach will work with you to develop an academic success plan, develop your study and time management skills, and connect you with the right resources here at Keyano. Academic.success@keyano.ca is the best way to access resources during virtual service delivery.

Wellness Services: 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. All individual appointments will continue virtually.

Wellness Services welcomes students to participate in any of the virtual group sessions offered throughout the academic year addressing topics including mindfulness and test anxiety.

Individual virtual appointments can be made by emailing wellness.services@keyano.ca.

Library Services: provides students with research and information supports as they engage in their studies. Library staff are available to support you both virtually and in person during the fall semester. For library service supports and inquiries, please email askthelibrary@keyano.ca.

[Individual support with the Information Librarian will be provided virtually. Appointments can be requested by email or by placing a Book a Librarian request](#) using the online form found [here](#).

Research and Subject Guides are helpful resources when conducting research or addressing your information needs. To view a subject or course specific guide, use the following [Subject Guides link](#)

To access additional research resources, including Citation Guides (APA, MLA, Chicago, or IEEE), go to the [Research Help Library page](#).

Skill Centre: provides academic support services to students registered in credit programs at Keyano College in the form of tutoring, writing support groups, facilitated study groups, workshops and study space. Tutoring services are **free** to Keyano students. Tutoring is available for Math, Writing, English, and Science subject areas.

While most courses are being offered online, the Skill Center will be offering mostly virtual tutoring services and in-person sessions as requested. Please email Skill.centre@keyano.ca to get in contact with our tutoring staff.

For the most up to date information on how to book a tutoring session, please view the [Keyano Skill Centre homepage](#).

E-Learning

Technology and internet will impact your online learning experience. It's important that you are able to watch an online video and other course materials, take online quizzes, and participant in a live class with your instructor and other students.

Keyano College operates in a Windows based environment and having the correct tools for online learning is important. Here's a list of recommended system requirements for Fall 2020.

Internet Speed

Minimum Internet speeds of 5 Mbps.
 Recommended Internet speeds of 25 Mbps (especially if you are sharing your internet at home). Check your internet speed with Fast.com.

System requirements:

| Microsoft Windows | Apple |
|--|---|
| <p>Minimum Requirements:</p> <p>A Windows 10 computer/laptop</p> <ul style="list-style-type: none"> · Minimum 4GB of RAM. · 10GB+ available hard drive storage. · Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). Microsoft Office software is free to all Keyano students and employees. · Microphone, webcam and speakers. A headset with a microphone is recommended. · System updates must be regularly installed. · Anti-Virus / Anti-Malware software | <p>Minimum Requirements:</p> <p>A Macintosh (V10.14 and above) computer/laptop</p> <ul style="list-style-type: none"> · Minimum 4GB of RAM. · 10GB+ available hard drive storage. · Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). Microsoft Office software is free to all Keyano students and employees. · Microphone, webcam and speakers. A headset with a microphone is recommended. · System updates must be regularly installed. · Anti-Virus / Anti-Malware software. |
| <p>Recommended Requirements</p> <ul style="list-style-type: none"> · 8GB of RAM · A method of backing up/synchronizing to local or cloud-based storage such as OneDrive is highly recommended. This is included if you complete the setup of KeyanoMail and download | <p>Recommended Requirements</p> <ul style="list-style-type: none"> · 8GB of RAM · A method of backing up/synchronizing to local or cloud-based storage such as OneDrive is highly recommended. This is included if you complete the setup of KeyanoMail and download MS Office |
| <p>Chromebooks are not recommended as they are not compatible with testing lockdown browsers.</p> <p>A Microsoft Surface or iPad or iPad Pro may be possible alternatives in some program areas.</p> | |

Computer Software

Students will be able to get access to Microsoft Office 365 for Free using Keyano Credentials by [clicking here](#).

Recording of lectures and Intellectual Property

Students may only record a lecture if explicit permission is provided by the instructor or by Accessibility Services. Even if students have permission to record a lecture or lecture materials, students may not publish any of the lectures or lecture materials, this includes any recordings, slides, instructor notes, etc. on any platform. Thus no student is allowed to publish or sell instructor notes without formal written permission. It is important to recognize that the Canadian Copyright Act contains provisions for intellectual property.

ITS Helpdesk

If you are having issues with your student account, you can contact the ITS Helpdesk by emailing its.helpdesk@keyano.ca or calling 780-791-4965.

APPENDIX A: Instructor Evaluation: Presentation Marking Guide

Instructor's Name:

Students' Names:

Content

/25

- Overview of the presentation – Explicit Introduction
- Overview of the epidemiology
- Succinctly covers the assigned topic
- Use of the nursing process is evident
- Content is appropriately referenced according to APA Format
- Incorporation of the principles of Primary Health Care
- Integration of nursing research-based literature
- Summary of Key points

Presentation Medium

/25

- Attractive, creative, vivid visual image, legible
- Variety of teaching formats (power points, handouts, quizzes, games etc.)

- Engages audience
- Age & Agency appropriate
- Appropriate text font in teaching methods

Presentation

/25

- Avoids reading notes – use notes only as a guide
- Knowledgeable of presentation content
- Ability to interest and engage audience
- Dress and demeanor professional
- Appropriate pace-not rushing through
- Enthusiasm

Organization

/25

- Time frames
- Presentation contains a clearly defined introduction, body, and conclusion with natural transitions between segments
- Presentation flows logically and smoothly
- Group members share in presentation delivery
- Group members demonstrate support to each other
- Summary
- Question and Answer Component

Total: /100

| Legend | |
|--------|--|
| 20 | Excellent work, comprehensive information or analysis included, great attention to detail throughout with credible resources |
| 15 | Very Good work, required information included at a satisfactory level with credible resources |

| | |
|----|---|
| 10 | Good work, most required information included at an adequate level; majority of information had credible resources |
| 5 | Minimal required information included, incomplete work, need to elaborate for further understanding; minimal credible resources |
| 0 | Required information not identifiable or without credible resources |

*This presentation is a group presentation and all group members will receive the same mark

APPENDIX B: Scholarly Paper Marking Guide

UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE NURSING PROGRAM
KEYANO COLLEGE – JUNIOR MARKING GUIDE

The following marking system utilizes the letter grade and numerical system for the evaluation of Junior level students:

| Grade | Status | Criteria |
|---------------|---------------|---|
| 96-100 | Outstanding | Outstanding integration of research and non-research-based literature in demonstrating, understanding and application of ideas. Accurately interprets and explains evidence to support conclusions. Creativity and extraordinary writing ability demonstrated. Paper has a solid structure that is concise, logical, and very well organized. Format requirements are met, as per APA 6 th edition with minimal grammatical and spelling revisions. |
| 90-95 | Excellent | Excellent integration of research and non-research-based literature in demonstrating, understanding and application of ideas. Generally interprets and explains evidence to support conclusions. Excellence demonstrated in executing and implementing ideas throughout. Creativity and excellent writing ability demonstrated. A concise, logical, well-organized assignment. Format requirements are met, as per APA 6 th edition with minimal grammatical and spelling revisions. |
| 85-89 | Very Good | Very good integration of research and non-research-based literature in demonstrating, understanding and application of ideas. Adequately interprets and explains evidence to support conclusions. Some creativity demonstrated. A concise, logical, well-organized assignment. Format requirements are met, as per APA 6 th edition with minimal grammatical and spelling revisions. |
| 80-84 | Very Good | Very good attempt to integrate research and non-research-based literature in demonstrating, understanding and application of ideas. Attempts to interpret and explain evidence to support conclusions. A concise, logical, well-organized assignment. |

| | | |
|--------------|--------------|---|
| | | Format requirements are met, as per APA 6 th edition with a few grammatical and spelling revisions. |
| 76-79 | Good | A good attempt to integrate research and non-research-based literature. Relevant ideas are identified; however, ideas are not fully developed and lacks evidence of understanding and application. Evidence to support conclusions is summarized. Minor revisions required with respect to presenting ideas in a concise, logical, well-organized manner. Minor format requirements are required, as per APA 6 th edition with a few grammatical and spelling revisions. |
| 72-75 | Good | Presents a good review of research and non-research-based literature. Ideas are not fully developed and lacks evidence of understanding and application. Evidence to support conclusions is summarized. Some revisions required with respect to presenting ideas in a concise, logical, and well-organized manner. Format requirements, grammar, and spelling expectations are inconsistently met, as per APA 6 th edition. |
| 68-71 | Satisfactory | Demonstrates satisfactory research. Ideas are minimally developed and lacks evidence of understanding and application. Conclusions are general and minimal evidence to support conclusions is provided. Multiple revisions required in presentation of ideas in a concise, logical and well organized manner. Format requirements, spelling and grammatical expectations inconsistently met, as per APA 6 th edition. |
| 64-67 | Satisfactory | Demonstrates superficial research. Ideas are minimally developed and lacks evidence of understanding and application. Conclusions are general and minimal evidence to support conclusions is provided. Multiple revisions required in presentation of ideas in a concise, logical and well organized manner. Format requirements, spelling and grammatical expectations inconsistently met, as per APA 6 th edition. |
| 60-63 | Minimal Pass | Demonstrates minimal research. Ideas are not adequately developed and there is no evidence of understanding and application. Conclusions are superficial and no evidence to support conclusions is provided. Minimal structure and organization of ideas. Major revisions needed with respect to flow of ideas and grammatical errors. Limited application of required format, as per APA 6 th edition. |

| | | |
|---------------|------|--|
| 55-59 | Poor | Demonstrates poor research. Ideas are poorly developed and there is no evidence of understanding or application. No conclusions are included. Lacks structure and poor organization of ideas. Major revisions needed with respect to flow of ideas and grammatical errors. Limited application of required format, as per APA 6 th edition. |
| 50-54 0-49 | Fail | Demonstrates no acceptable research. Ideas are poorly developed and presented with no evidence of understanding or application. No conclusions are offered. Lacks structure and organization. Major revisions needed with respect to flow and focus. Consistent errors in grammar, spelling and/or format, as per APA 6 th edition. Paper is plagiarized or not handed in. |

Competency Levels and Year End Outcomes
Bloom's Revised Taxonomy

| <i>Scholarly Writing Year End Outcome: Demonstrates understanding of content through scholarly writing across the curriculum.</i> | | |
|---|---|---|
| Year | Year End Outcome | Bloom's Revised Taxonomy |
| One | With minimal assistance uses scholarly writing skills to understand and provide written descriptions of knowledge from nursing and other related disciplines. | Remember <ul style="list-style-type: none"> Identifies relevant prior knowledge from nursing and related disciplines. Identifies new knowledge about the concept/issue from nursing and related disciplines. Understand <ul style="list-style-type: none"> Identifies the components of the concept/issue. Summarizes knowledge from the selected literature. Explains the relevance of the concept/topic to nursing practice. |
| Two | With guidance uses scholarly skills to apply knowledge derived from nursing and related disciplines. | Apply <ul style="list-style-type: none"> Explains how the concept/issue is applicable in nursing practice. Demonstrates, with supporting exemplars, the application of the concept/issue in a specific nursing practice situation. |

| | | |
|-------|---|---|
| Three | With minimal guidance uses scholarly writing skills to analyze and synthesize knowledge from nursing and other related disciplines. | Analyze <ul style="list-style-type: none"> • Explores the interrelatedness of the components of the concept/issue. • Discusses the theoretical foundation of the concept/issue. |
| Four | Independently uses scholarly writing skills to critically evaluate knowledge from nursing and related disciplines. | Evaluate <ul style="list-style-type: none"> • Critiques the evidence relative to the concept/issue. • Describes gaps/ inconsistencies in the evidence. • Compares the perspective of theorists from nursing and related disciplines. Create <ul style="list-style-type: none"> • Presents a convincing argument for the importance of the concept/topic to client care and nursing practice. • Draws conclusions about the concept/issue and its potential to shape the profession of nursing. |

Assumption

The year-end outcomes of years two, three and four include the taxonomy criteria of the years previous to it.

References

Duan, Y. (2006). Selecting and applying taxonomies for learning outcomes: A nursing example. *International Journal of Nursing Education Scholarship*, 3(1), 1-11.

APPENDIX C

Keyano College Percentage – Alpha Grading System

| 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 |
