



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



## **COURSE SYLLABUS**

### **NURSING 307**

### *Acute Care Nursing Theory I*

*January 6<sup>th</sup>, 2020 – April 22<sup>nd</sup>, 2020*

#### **INSTRUCTORS:**

N307 (IBL) – Crystal Rose  
N307 (Fixed Resource) – Crystal Rose  
N307X – Gabby Scott  
N307Y – Gabby Scott

Revised 2020/01

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## NURSING 307: ACUTE CARE NURSING I COURSE OUTLINE

### **CALENDAR STATEMENT:**

**NURS 307 Acute Care Nursing I** \* 6 (fi 12) (either term, 2-4S-3).

The primary focus is the theoretical foundation for the client-centred care of adults and elderly clients and their families experiencing variations in health (acute and chronic illnesses). Comprehensive assessment and best practice interventions are addressed within the context of a primary health care framework and a nursing model. Pre-requisites: Nurse 115, Nurse 206, and Nurse 207. Co-requisites: Nurse 308.

### **COURSE HOURS:**

**Lecture: 26**

**Seminar: 52**

**Lab: 39**

### **COURSE DESCRIPTION:**

The goal of this course is to introduce students to a primary health care approach to comprehensive registered nursing practice. Assessment and best practice interventions will be addressed relative to commonly occurring acute and chronic illnesses. The effects of these illnesses on individuals and their families across the life span will be addressed.

### **INSTRUCTOR INFORMATION**

#### **Crystal Rose**

Phone (Office): 780-791-8937

Office: S109A

e-mail: crystal.rose@keyano.ca

#### **Gabby Scott**

Phone (Cell): 780-713-9420

Office: CC205F

e-mail: gabriellescott@live.ca

### **OFFICE HOURS**

The Instructor is available for student consultation in office from Monday to Friday. Please contact your Instructor at the email above or contact the Nursing Office at (780) 791-4889 to arrange a time.

## **LEARNING OUTCOMES:**

**(Based on the anticipated competencies of a third-year nursing student)**

### **Levels of independence:**

**With assistance:** The student requires direction and information.

**With minimal assistance:** The student requires *occasional* direction and information.

**With guidance:** The student requires clarification, prompting and confirmation.

**With minimal guidance:** The student requires *occasional* clarification, prompting and confirmation.

**Independently:** The student works mostly on his or her own and seeks information, clarification and consultation as appropriate.

**Direction:** Instructor tells the student what to do, about what steps to take.

**Information:** Instructor tells the student specifics about a concept or topic.

**Clarification:** Instructor, through questioning and feedback, assists the student to state their information in a different and clearer way, often with more details. The student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base.

**Prompting:** Instructor provides the student with a cue that answer is incomplete or incorrect and how to resolve the lack of information. A prompt is broader than a hint. Prompting is generally used to add breadth or depth.

**Confirmation:** Instructor provides positive feedback for correct information and direction provided by the student.

**Consultation:** The student provides instructor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.

**Occasional:** Indicates that input is provided by instructor now and then.

### **Learning Outcomes**

Students are responsible to familiarize themselves with *Graduate Competencies and Year End Outcomes Collaborative BScN*. Particular attention must be paid to the competencies associated with NURS 307.

All students must practice in a manner that is consistent with:

- College and Association of Registered Nurses of Alberta. (2019). Entry-level competencies for the practice of registered nurses. 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. (2017). Code of ethics for registered nurses. Edmonton: Author. Retrieved from <https://www.cna-aaic.ca/~media/cna/page-content/pdf-en/code-of-ethics-2017-edition-secure-interactive>

By the end of the course, the student is expected to:

1. Describe, understand and articulate an understanding of theory related to key patient safety concepts including communication, teamwork, environmental and human factors, safety risks and adverse events disclosure.
2. Describe, understand and articulate an understanding of theory related to patient centered care and interdisciplinary practice.
3. Demonstrate, with guidance, the processes of self-directed learning, critical thinking, and group process skills in utilizing inquiry-based learning, in all learning activities.
4. Identify and discuss, with minimal assistance, issues related to the delivery of health care in Canada and the implications for professional nursing practice.
5. Discuss, with minimal assistance, the roles and functions of registered nurses in providing client-centred care to clients (adult and elderly) with selected commonly occurring acute and chronic illnesses within the context of primary health.
6. Demonstrate, with minimal assistance, knowledge of selected assessment skills and selected best practice interventions.
7. Organize, with minimal assistance, nursing knowledge according to selected models and theories.
8. Demonstrate beginning competence in using information technology.
9. Demonstrate, with minimal assistance, effective verbal and written communication skills in small and large group situations.
10. Integrate the knowledge generated from working through the course scenarios, and be able to apply this knowledge to other situations.
11. Integrate the knowledge and skills acquired in all learning environments and be able to apply them in other situations.

## **NURSING PROGRAM POLICIES**

Please refer to the Nursing Program Student Handbook for specific Nursing Program Policies, including, attendance examinations, withdrawal dates for classes, and plagiarism.

Refer to Keyano College Calendar for Student Rights and Responsibilities, Misconduct and Discipline, and Student Appeal Procedure.

Please refer to the Student Handbook and review the Student Code of Conduct Policy (Policy 110.0), Student Rights Policy (Policy 111.0) and Student Code of Conduct Procedure (110.1). It is expected that you will review and be aware of expectations relative to student rights, responsibilities and behavior.

Refer to Appendix D for Keyano College Percentage – Alpha Grading System.

Refer to Appendix A for Context-Based Learning (CBL) Seminar Student and Instructor Roles and Appendix B for Expectations for Instructors and Students in CBL Labs.

### **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, but must provide a paper copy on the first day following the weekend.

### **Plagiarism**

Please refer to Appendix F for the statement on plagiarism. The Tutorial regarding plagiarism can be found on Moodle and must be completed.

## **SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE**

### **Disability Support Services**

It is the College's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please let your instructor know immediately so options can be discussed. You are also welcome to contact Disability Services to establish reasonable accommodations. Please call 780-791-8934 or visit their office, CC-260).

## **REQUIRED LEARNING EXPERIENCES**

### **CBL Seminars**

Students will collaboratively work through six (6) Learning Packages using two seminar sessions for each Learning Package. Each **seminar** will be approximately three (3) hours. Learning packages to be covered in Nursing 307 are:

- 1. Mrs. Snow**
- 2. Mr. Woo**

3. **Pierre DuPont**
4. **Denny & Kokum**
5. **Janet**
6. **Men's Health**

### **Fixed Resource Seminars**

Students are expected to attend the Fixed Resource Seminars as scheduled throughout the course. Additional information relevant to the course or assignments will be presented. For times refer to the Nursing 307 timetable. Please note that material covered in these seminars is testable material.

1. **Medical /Surgical Asepsis & Sterile Gloving**
2. **Simple Wound Care, including Care of Sutures, Staples, and Drains**
3. **Perioperative Care**
4. **Concept Mapping**
5. **Catheterization and Review of Genitourinary Assessment**
6. **Neuro-Vascular Assessment Review**
7. **Fluid and Electrolytes**
8. **Orem's - Self Care Deficit Nursing Model**
9. **Maintenance of IV Therapy**
10. **Hypodermoclysis**
11. **Advanced Wound Care**
12. **Living with Dying**

### **Lab Activities**

Students will participate in the lab. The **lab** will be approximately two hours. Lab attendance, preparedness, and participation are all included in CBL marking. Moodle contains additional details for each lab, including preparation expected prior to attending. Students are expected to dress as indicated in the student handbook. The labs are:

1. **Medical /Surgical Asepsis & Sterile Gloving**
2. **Simple Dressings and Removal of Sutures, Staples, and Drains**
3. **Catheterization (Male & Female)**
4. **Neuro-Vascular Assessment Review, Cast Care, and Crutch Walking**
5. **IV Therapy**
6. **Hypodermoclysis**
7. **Complex Dressings**
8. **Self-Awareness**
9. **Simulation – Medical Scenario and Surgical Scenario**

Please Note:

**ATTENDANCE IS AN EXPECTATION FOR ALL SEMINAR, LAB, AND FIXED RESOURCE SESSIONS.**

REFER TO APPENDIX A AND B FOR STUDENT AND INSTRUCTOR ROLES IN CBL SEMINAR/LAB

## **OVERVIEW OF COURSE EVALUATION**

Grading for all course evaluation methods will be based on the Four-Point Alpha Grading System.

1. Scholarly Paper	30%	
2. Quizzes (6)	30%	(5% each)
3. Final Examination	<u>40%</u>	
	100%	

**IN ORDER TO SUCCESSFULLY COMPLETE THIS COURSE, ALL EVALUATION COMPONENTS MUST BE COMPLETED AND SUBMITTED.**

## **COURSE EVALUATION:**

**Scholarly Paper: Ethical Dilemma - (30%)**  
**Due March 18<sup>th</sup> by 1200 hours**

### **Preamble**

"Nurses enjoy a position of extraordinary responsibility in Canadian society. ....Because of the responsibility they have been given, nurses must be able to understand, clarify, and justify their choices and actions to others: patients, clients, colleagues, the profession, employers, the justice system, and society. To do this effectively, nurses must study ethics and develop the skills and tools to support their positions." (Keatings & Smith, 2010, p. 16).

Keatings, M., & Smith, O. B. (2010). *Ethical and legal issues in Canadian nursing* (3<sup>rd</sup> ed.). Toronto: Saunders.

### **Scholarly Paper**

Select one of the two scenarios and write a scholarly paper, incorporating the CNA (2017) ethical framework and the principles of ethics and CARNA (2010) ethical decision making for nurses. Use the framework and principles to come to a decision and describe your course of action. In addition, provide the rationale for and possible consequences of your actions. Incorporation of supporting nursing literature is expected.

The format for this paper must follow APA standards. The length of this paper is to be a maximum of 8 pages excluding the title and reference page. The paper will be evaluated based upon the Scholarly Paper Marking Guide (see Appendix C).



## **Scenario #1**

You are a new graduate working night shift on a small oncology unit. There are two RN's and you are the most senior. Your client, Mr. V is 29 years old, married, and has a small child. Mr. V. has been in and out of this unit several times over the last few months. He has cancer of the liver and has gone through several episodes of chemotherapy. Mr. V's physician has indicated he requires palliative care. Mrs. V. has been present for all of Mr. V's care decisions.

Mr. V.'s current admission is for pain control; a morphine drip has been ordered and started. The only set parameters are to decrease the drip when respirations are less than 12 per minute. On several occasions Mr. V. requests that the drip be increased. Even though he does not appear to be in any discomfort, you accept his disclosure and increase the drip.

On the final round of your shift, Mr. V. requests that the drip be increased again, stating that his pain is increasing. You note that his respirations are irregular and ranging between 10 and 14 per minute.

## **Scenario #2**

You are a new graduate of six months working a night shift on a small oncology unit. Your client Mrs. C is a 65 year old Chinese woman. She is widowed and has two children, a son, with whom she lives and a daughter. She has five grandchildren. Mrs. C speaks limited English and relies on her son (Mr. C Jr.) to translate whenever she receives medical information. Mrs. C. has been admitted for palliative care and pain control. Mr. C. Jr. informs the staff that his mother is not to be made aware of her diagnosis as it will cause her to give up hope and die sooner. Mrs. C's son tells you that this is part of their culture and requests the staff respect their decision. Mrs. C's daughter agrees with Mr. C Jr. You are completing your bedtime (HS) care with Mrs. C. and she looks at you and asks "Am I dying?" What do you do?

**Papers are to be submitted on MOODLE, students shall email copies of the reference papers used to the instructor by the paper due date.**

**Reference papers shall be no older than 5 years old. Typically, a MINIMUM of one reference PER PAGE of scholarly paper.**

### **Quizzes: - (30%)**

There will be 6 quizzes (5% each). Each quiz will have 20 multiple choice questions which will incorporate scenarios and/or any lab and fixed resources covered since the last quiz. The time for completion of each quiz is 30 minutes. Please refer to Appendix E for Expectations of Students Writing On-Line Exams. These expectations also cover quizzes.



**Final Exam: - (40%)**

**TBD**

**RM: TBA**

This exam will have 100 questions and will incorporate content from all scenarios, fixed resources and labs. The format for the final exam will be multiple choice. Please refer to Appendix E for Expectations of Students Writing On-Line Exams.

**REQUIRED TEXTS**

All texts bought in Year 1 and Year 2 of the Program will be utilized in Nursing 307.

## APPENDIX A

### **Context-Based Learning (CBL) Seminar Student and Instructor Roles**

#### **Student Role:**

1. Students take an active, independent approach to their learning by:
  - a. Determining what they need to pursue as learning issues within the Undergraduate Nursing CBL Curriculum
  - b. Directing their own inquiry through group process work.
  
2. Students are committed to the group and willingly share their intellect, knowledge and expertise as demonstrated by their:
  - a. Attending scheduled CBL group sessions as a requirement of the undergraduate program.
  - b. Being prepared for group sessions by having completed their work assignment previously determined by their group.
  
3. Students share equally in group roles and responsibilities that facilitate their learning through group process work by:
  - a. Helping group members to focus on given situations through reading it aloud.
  - b. Recording the learning issues, assumptions and connections made by group (i.e., hypotheses) as well as other public lists of data, graphic representations important to their learning.
  - c. Moderating group sessions and keeping track of learning issues and responsibilities for next session.
  - d. Keeping track of the time used during group session to ensure the various and necessary activities of CBL group work occur.
  
4. Students follow through with the analysis and decision-making process associated with CBL situations specifically by:
  - a. Identify learning issues within a given situation.
  - b. Determine group member assignments needed for pursuing the learning issues.
  - c. Individually or collectively complete assignments as planned by group.
  - d. Share what has been learned, interpreted and synthesized with entire group.
  - e. Participate in the end-of-session review of each CBL situation.
  - f. encourage and support participation of other group members during group sessions
  - g. Appraise credibility of information shared in-group sessions according to sources utilized and cited by group members.
  - h. Provide feedback about individual and collective group member performance to group as a whole.
  - i. Be open to receiving feedback about own performance and contribution to group process from fellow group members.
  
5. Students demonstrate respect and responsibility for the resources utilized in pursuing learning issues both in relation to their own needs as well as the needs of other students by:
  - a. Taking only the resources and materials that are necessary for learning issue being

- pursued.
- b. Returning resources and materials promptly when finished using them.

**Instructor Role:**

1. In order to facilitate the CBL principle that learning is deliberate, focused and outcome-oriented, the Instructor:
  - a. Understands relationship between learning situations under exploration by students and overall goals of the context-based learning curriculum.
  - b. Serves as a learning process guide rather than a content expert for students oriented towards learning focused context-based learning outcomes.
  
2. In order to facilitate the CBL principle that students are active, involved, independent learners, the Instructor:
  - a. Guides students through active learning process by asking questions rather than giving instructions thereby stimulating students to:
    - i. Discover what it is they do not know or understand
    - i. Determine what they need to learn.
    - ii. Determine how they will go about meeting their learning needs.
    - iii. Seek credible resources that adequately address their learning needs.
    - iv. Synthesize information in relation to the demands of the context-based situation.
  - b. Encourages students to be critical thinkers through a facilitative process that involves first modeling, then coaching and eventually mostly observing the students in action.
  
3. In order to facilitate the CBL principle that learning is a deliberate, deep reflective, critical activity, the Instructor:
  - a. Challenges rather than confirms all conclusions that students reach, not just those that may be wrong (e.g., “Are there other possibilities you may not have thought of?” “Let’s stop and review our hypothesis again.”)
  - b. Encourages students to question their own ideas and hypotheses (e.g., “Do the rest of you agree with that?” “What is the supporting evidence for that idea?” “What do you mean?” “How do you know that’s true?” “Can you please explain that to us?” or, “Why do you want to know that?”)
  - c. Probes even after students feel they have learned (e.g., “What does that do for you?” “What does it mean in terms of your ideas about the situation?”)
  
4. In order to support the development of constructive group dynamics, the Instructor:
  - a. Expects and feels comfortable with the various phases of group development.
  - b. Uses facilitative communication skills that support task and maintenance group functions.
  - c. Fosters discussion patterns in group that involve all students.
  - d. Encourages debate and disagreement, among group members.
  - e. Supports decision-making process that has the support of all group members.
  - f. Addresses dysfunctional group behaviors with entire group, constructively exploring how to reduce the negative effects on group progress.

- g. Models constructive ways of giving others feedback about their contributions to group process.
5. In order to facilitate evaluation of student seminar performance, the Instructor:
- a. Reviews and clarifies overall program goals with those of each context-based learning situation.
  - b. Helps students' articulate personal learning objectives and the means by which to evaluate whether and how well each of those objectives is attained.
  - b. Provides constructive feedback to students throughout learning process identifying both what has been as well as what remains to be achieved by student.
  - c. Prepares an evaluative report for each student indicating whether the expected seminar learning outcomes for a given term have been achieved.
6. Respecting learner needs that are both individually unique and common to groups of students, the Instructor:
- a. Helps students realize that each one comes to the group with valuable skills and experiences.
  - b. Listens to student concerns with open verbal/non-verbal communication behaviours.
  - c. Supports students on a personal level, building them up not putting them down.
  - d. Encourages during periods of frustration thus encouraging students to believe in their capabilities.
  - e. Is open to variation as well as commonalities in life experience; accepts differences in opinion.
  - f. Attends to group process in seminars/labs with interest and enthusiasm so that students feel what they are experiencing matters.
  - g. Is flexible in scheduling time to meet with students outside of usual seminar times.
7. In order to create a climate of trust in a seminar setting, the Instructor:
- a. Both models and supports individual risk-taking behaviours reflecting moves from comfortable to new positions and roles.
  - b. Respects the behaviors and roles assumed by group members.
  - c. Asks group for permission before assuming leadership role in group process work.
  - d. Follows words, promises and commitments through with actions.
  - e. Models willingness and ability to identify personal strengths and weaknesses that influence group functioning.

## APPENDIX B

### **Expectations for Instructors and Students in CBL Labs**

#### **Instructors Role: Context-Based Learning Labs**

In the labs, Instructors are expected to:

- Continue to facilitate the principles of context-based learning as outlined in the document Instructor Role: Context-Based Learning Seminar Sessions.
- Guide students through an active learning process in a lab situation by asking questions rather than giving instructions.
- Ask questions, which stimulate the student to assess/critique/appraise, what they do not know /understand regarding skills in the lab.
- Assist the students to consider the rationale for skills learned in the lab.
- Assist the students to use research-based evidence in the development of their skills in the lab.
- Assist the students to use the principles involved with skills in lab situations.
- Motivate students to seek resources that will support their learning about lab skills.
- Act as a role model within the lab setting.
- Evaluate students' abilities to perform skills in the lab setting (e.g. OSCE'S).
- Continue to support the ongoing development of constructive group dynamics.
- Respect students as learners who have different learning styles.
- Create and foster a climate of trust within the group in the lab setting.

#### **Student Role: Context-Based Learning Labs**

In the labs in CBL, students are expected to:

- Continue to demonstrate an increased understanding of the principles of context-based learning (as outlined in the document Criteria for Evaluation of Student Behaviors in CBL).
- Progress through an active learning process in a lab situation by asking questions rather than seeking a demonstration.
- seek resources that will support their learning about lab skills (the students are expected to come to the labs prepared
- Ask questions, which will allow them to assess/critique/appraise what they do not know /understand regarding skills in the lab.
- Consider the rationale for skills learned in the lab.
- Apply research-based evidence to the development of their skills in the lab.
- Be involved in the ongoing development of constructive group dynamics.

## APPENDIX C

### Scholarly Paper Marking Guide

<b>UNIVERSITY OF ALBERTA COLLABORATIVE BACCALAUREATE NURSING PROGRAM KEYANO COLLEGE – JUNIOR MARKING GUIDE</b>
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The following marking system utilizes the letter grade and numerical system for the evaluation of Junior level student:

<b>Grade</b>	<b>Status</b>	<b>Criteria</b>
<b>96-100</b>	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 <sup>th</sup> edition with minimal grammatical and spelling revisions.
<b>90-95</b>	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 <sup>th</sup> edition with minimal grammatical and spelling revisions.
<b>85-89</b>	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 <sup>th</sup> edition with minimal grammatical and spelling revisions.
<b>80-84</b>	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 <sup>th</sup> edition with a few grammatical and spelling revisions.
<b>76-79</b>	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 <sup>th</sup> edition with a few grammatical and spelling revisions.



<b>72-75</b>	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 <sup>th</sup> edition.
<b>68-71</b>	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 <sup>th</sup> edition.
<b>64-67</b>	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 <sup>th</sup> edition.
<b>60-63</b>	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 <sup>th</sup> edition.
<b>55-59</b>	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 <sup>th</sup> edition.
<b>50-54 0-49</b>	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 <sup>th</sup> edition.  Paper is plagiarized or not handed in.

<b>Competency Levels and Year End Outcomes Bloom's Revised Taxonomy</b>		
<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"> <li>• Identifies relevant prior knowledge from nursing and related disciplines.</li> <li>• Identifies new knowledge about the concept/issue from nursing and related disciplines.</li> </ul> Understand <ul style="list-style-type: none"> <li>• Identifies the components of the concept/issue.</li> <li>• Summarizes knowledge from the selected literature.</li> <li>• Explains the relevance of the concept/topic to nursing practice.</li> </ul>
Two	With guidance uses scholarly skills to apply knowledge derived from nursing and related disciplines.	Apply <ul style="list-style-type: none"> <li>• Explains how the concept/issue is applicable in nursing practice.</li> <li>• Demonstrates, with supporting exemplars, the application of the concept/issue in a specific nursing practice situation.</li> </ul>
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"> <li>• Explores the interrelatedness of the components of the concept/issue.</li> <li>• Discusses the theoretical foundation of the concept/issue.</li> </ul>
Four	Independently uses scholarly writing skills to critically evaluate knowledge from nursing and related disciplines.	Evaluate <ul style="list-style-type: none"> <li>• Critiques the evidence relative to the concept/issue.</li> <li>• Describes gaps/ inconsistencies in the evidence.</li> <li>• Compares the perspective of theorists from nursing and related disciplines.</li> </ul> Create <ul style="list-style-type: none"> <li>• Presents a convincing argument for the importance of the concept/topic to client care and nursing practice.</li> <li>• Draws conclusions about the concept/issue and its potential to shape the profession of nursing.</li> </ul>

### **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 D

### Keyano College Percentage – Alpha Grading System

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

## APPENDIX E

### **Expectations of Students Writing On-Line Exams**

1. Students are responsible for accessing the exam from a location and computer of their choice. The student is responsible for discussing any computer/internet issues with the Instructor at least two days prior to the exam date listed on the course timetable.
2. Quizzes and exams are not open book exams. The quiz or exam is to have been studied for prior to the quiz/exam date and is to be completed independently; that is by oneself, not in collaboration with or company of another person or persons. No photos of quiz/exam questions are to be taken via phones.
3. Once the quiz/exam has started, the student will submit their answers immediately before going on to the next question. The student will not be able review/change answers.
4. Students must ensure they have a reliable internet connection.
5. If students are writing from outside Fort McMurray or in another province, it is the students' responsibility to ensure the time change is adhered to. That is if the exam is to start at 0900 hours Alberta time and is being written in Ontario, then the time to begin the exam is at 1100 hours Ontario time. It is **strongly recommended** that students write within Alberta as Moodle may not be supported outside of the province. Students must seek permission from instructor if writing a quiz/exam outside of the province.
6. Time for online quizzes/exams will be strictly adhered to. For example, if a quiz is for thirty minutes it will be open for exactly thirty minutes. The instructor will let the student know the exact time of the quiz/exam. Fourth year students will have access to the NCLEX prep exam for 60-90 minutes after the exam closes in order for review of rationale to occur for questions they answered incorrectly.
7. No grades will be released until the instructor has had time to review the quiz/exam stats. Once the review has been done, the marks will be released. Review of quiz/exam questions in class will be done at the instructors' discretion.
8. If any issue arises during the taking of the quiz/exam, the student is to contact the instructor immediately at the time of the issue.
9. It is the responsibility of each student to be familiar with the contents of the Student Code of Conduct. It is mandatory that all students sign a form identifying they have read/or are familiar with the Student Code of Conduct, this would be completed in first year. First, Second, and Third year students will have read or are familiar with the Keyano College Student Code of Conduct. Fourth year students will identify they are familiar with the University of Alberta Student Code of Conduct. All new students plus students moving from third to fourth year will be mandated to sign the above form(s).

## **APPENDIX F**

### **Statement on Plagiarism**

All students must complete the Plagiarism/Tutorial Certificate found on Moodle. To locate this information, sign into Moodle and on the left side of the page under student the tutorial can be located.

#### Expectations:

1. All students must complete this tutorial. The certificate must be shown to the instructor prior to submitting any written assignment. Failure to show the instructor the certificate of completion could result in a late written assignment penalty.
2. If you have completed this tutorial in a University Studies course you can show your instructor the certificate. The tutorial is required to be completed only once during your time at Keyano unless you have left the program and returned.