



**Nursing & Allied Health Studies Department  
School of Health, Wellness & Human Services**

**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM  
KEYANO COLLEGE**

**COURSE SYLLABUS**

**NURSING 409**

**Leadership and Issues in Nursing  
August 31, 2020 – December 18, 2020**

**NURS 409 Instructors:  
Group 1: Dr. Nadine Rimmer**

Revised 2020/06

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## **NURSING 409: LEADERSHIP AND ISSUES IN NURSING COURSE OUTLINE**

### **CALENDAR STATEMENT AND COURSE DESCRIPTION:**

#### **NURS 409 Leadership and Issues in Nursing**

**\*3 (fi 6) (either term, 0-3s-0).** Using the primary health care framework, a variety of current professional, social, political and global issues affecting the nursing profession and the Canadian health care system will be addressed. Key principles of leadership and management will also be addressed within the context of these issues.

**Pre-requisites:** 115, 206, 207.

**Co-requisite:** NURS 405, 406.

### **COURSE HOURS:**

**Lecture: 0                      Seminar: 45                      Lab: 0**

### **INSTRUCTOR INFORMATION**

Dr. Nadine Rimmer RN, DNP  
Phone (Office): 780-792-5701  
                    (Cell): 780-715-6192  
e-mail: [nadine.rimmer@keyano.ca](mailto:nadine.rimmer@keyano.ca)

### **OFFICE HOURS**

The Instructor is available for student consultation in office from Monday to Friday. Please contact your Instructor at the number above to arrange a time. Due to CoVid 19 and online format student consultations and appointments will be via Micosoft Teams or phone.

### **LEARNING OUTCOMES:**

1. Demonstrate, with guidance, the processes of self-directed learning, critical thinking, and group process skills during seminars.
2. Demonstrate, with guidance, the ability to articulate and debate selected Canadian and global nursing trends and issues in terms of their origin, effects, and implications for the present and the future.
3. Understand and recognize nurse responsibility individually and collectively in advancing nursing as a profession.

4. Understand and recognize nurse responsibility individually and collectively to address issues and contribute significantly to the resolution of problems in Canadian nursing and the delivery of health care in Canada.
5. Demonstrate, with guidance, the ability to apply, at a beginning level, key principles of leadership.
6. Demonstrate, independently, the ability to assume responsibility for facilitating effective learning within the group.
7. Demonstrate, with minimal assistance, the ability to engage in evidence-based practice in planning and conducting a seminar.
8. Demonstrate, with guidance, the ability to critically appraise the relationship among theory, research, practice, leadership and issues in nursing.

#### LEVELS OF INDEPENDENCE:

Level	Levels of independence (beginning of term → end of term)	Description (beginning of term → end of term)
Level 3, senior 1:	With guidance → with minimal guidance	The student requires clarification, prompting and confirmation → The student requires <i>occasional</i> clarification, prompting and confirmation.

#### Definition of terms:

- Direction:** The faculty member provides the student with step by step instruction.
- Information:** The faculty member provides the student with specific learning content.
- Clarification:** The faculty member, using critical questioning and student feedback, seeks to promote the student's clear understanding of the required knowledge.
- Prompting:** The faculty member uses cues/prompts to strengthen the breadth and depth of the student's knowledge.
- Confirmation:** The faculty member verifies for the student the accuracy of her/his knowledge.
- Consultation:** The faculty member and the student have regular discussion to allow the student to share information, seek direction and ask questions.
- Occasional:** The faculty member provides the student with intermittent direction, promoting and clarification as the student moves towards an expected level of autonomy.

## **REQUIRED TEXT:**

All texts bought in Year 1, 2 and 3 of the Program may be utilized in Nursing 409.

Yoder-Wise, Patricia, (2020) *Leading and Managing in Canadian Nursing: (2nd Canadian Edition)*. Milton, ON: Elsevier

## **NURSING PROGRAM POLICIES** **COMMUNICATION**

Students must use their College e-mail address and a subject line when communicating with faculty members. The content of both e-mail and voice mail must be delivered in a professional manner. Inappropriate use of e-mail sent to fellow students and faculty members will result in disciplinary action.

The use of social networking services, such as but not limited to, Facebook, Myspace, blogs and wikis, are subject to the professional and ethical responsibilities outlined in the Canadian Nurses Association (2017) Code of Ethics for Registered Nurses, Part I Nursing Values and Ethical Responsibilities, Section E – Maintaining Privacy and Confidentiality and the Keyano College Student Code of Conduct.

## **ABSENCE FROM QUIZZES AND EXAMS**

If you are ill and unable to write an exam, you must let the instructor know prior to the exam so that other arrangements can be made.

## **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 ([www.keyano.ca/creditcalendar](http://www.keyano.ca/creditcalendar)). 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**

Virtual 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](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 penalties may apply.

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

### **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 during the Spring Session. Due to the continuing situation with the Covid-19 pandemic, the offered support services will be implemented differently this semester by being provided 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.

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

**Accessibility Services:** provides individual and group learning strategy instruction for all students. Meet with a Learning Strategist to learn studying and test-taking strategies for online classes.

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](mailto:accessibility.services@keyano.ca).

**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 Service 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](mailto:wellness.services@keyano.ca).

**Library Services:** provides students with research and information supports as they engage in their studies. Although the Keyano Library is physically closed, we remain open online. Library staff are available to support you virtually during the spring semester. For library service supports and inquiries, please email [askthelibrary@keyano.ca](mailto: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 following online form: <https://forms.keyano.ca/Library/Virtual-Book-A-Librarian>.

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: <http://keyano.beta.libguides.com/?b=g&d=a>. To access additional research resources, including Citation Guides (APA, MLA, Chicago, or IEEE), go to the Research Help Library page: <https://www.keyano.ca/en/student-services/research-help.aspx>

**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](mailto: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><b>Minimum Requirements:</b></p> <p>A Windows 10 <b>computer/laptop</b></p> <ul style="list-style-type: none"><li>· Minimum 4GB of RAM.</li><li>· 10GB+ available hard drive storage.</li><li>· Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). <a href="#">Microsoft Office</a> software is free to all Keyano students and employees.</li><li>· Microphone, webcam and speakers. A headset with a microphone is recommended.</li><li>· System updates must be regularly installed.</li><li>· Anti-Virus / Anti-Malware software</li></ul>	<p><b>Minimum Requirements:</b></p> <p>A Macintosh (V10.14 and above) <b>computer/laptop</b></p> <ul style="list-style-type: none"><li>· Minimum 4GB of RAM.</li><li>· 10GB+ available hard drive storage.</li><li>· Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). <a href="#">Microsoft Office</a> software is free to all Keyano students and employees.</li><li>· Microphone, webcam and speakers. A headset with a microphone is recommended.</li><li>· System updates must be regularly installed.</li><li>· Anti-Virus / Anti-Malware software.</li></ul>
<p><b>Recommended Requirements</b></p> <ul style="list-style-type: none"><li>· 8GB of RAM</li><li>· 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</li></ul>	<p><b>Recommended Requirements</b></p> <ul style="list-style-type: none"><li>· 8GB of RAM</li><li>· 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</li></ul>
<p>Chromebooks are <b>not</b> 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](mailto:its.helpdesk@keyano.ca) or calling 780-791-4965.

## **EXAMINATIONS**

Using LockDown Browser for Online Exams

This course requires the use of LockDown Browser for online exams. Watch this short video to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for some exams).

Then download and install LockDown Browser from this link:

<https://ilearn.keyano.ca/course/view.php?id=28874#section-7>

To take an online test, start LockDown Browser and navigate to the exam. (You won't be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, review this Student Quick Start Guide (PDF)

Finally, when taking an online exam, follow these guidelines:

- Select a location where you won't be interrupted
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it
- Turn off all mobile devices, phones, etc. and don't have them within reach
- Clear your area of all external materials — books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test

LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

All exams will be completed electronically through Moodle, Keyano College's Learning Management System. Examinations begin and end at the scheduled time. Students who arrive late will not be allowed to write the examination if any student has already completed the exam and left the virtual room.

Please refer to University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook (2020-2021) for specific Nursing Program policies and to Keyano College Calendar for general College policies.

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.

## **Plagiarism**

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

## **LATE POLICY FOR 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.

## **POLICY STATEMENTS**

This course outline acts as an agreement between the student and the instructor(s) of this class regarding the details of the course. "Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University Calendar". - See more at:

<http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#course-requirements,-evaluation-procedures-and-grading> (Review section 2.a.xi)

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behavior, accessed at:

<http://www.governance.ualberta.ca/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx> and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University." - See more at:

<http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#course-requirements,-evaluation-procedures-and-grading> (Review section 2.a.xii)

Please review the Academic Integrity page for the University of Alberta accessed at

<http://www.osja.ualberta.ca/Students/UndergraduateHandbook.aspx>

The Faculty of Nursing is committed to providing an environment of equality and respect for all people within the University community, and to educating faculty, staff and students in developing teaching and

learning contexts that are welcoming to all. The Code of Student Behaviour also identifies inappropriate behaviours such as disruption, discrimination or violations of safety and dignity towards members of the University community.

The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, sexual orientation, and racial and ethnic background.

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s). - See more at:

<http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#course-requirements,-evaluation-procedures-and-grading> (Review section 2.e)

Examinations: Please note that the use of any electronic device in examination situations, including cellular phones, tablets, laptops, Palm Pilots, and hand-held computers, is strictly prohibited. The use of calculators is only allowed when specifically for a particular exam. If a cellular phone is required for urgent messages, it must be left with an examination proctor for the duration of the examination. All other cellular phones must be turned off. Please consult the Keyano College Calendar for the policy statement on examinations.

## COMMUNICATION

Students must use their University of Alberta e-mail address and include a subject line when communicating with the University of Alberta and Keyano College. The content messages of both e-mail and voice mail must be delivered in a professional manner.

**Please Note:** When accessing Moodle at Keyano College, please use Keyano email.

Inappropriate messages may be considered "harassment". Refer to the Code of Student Behaviour Section 30.3.4(6) d. See also the University of Alberta Discrimination and Harassment Policy § 44 *GFC Policy Manual*, accessed at: <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>

The use of social networking services such as, but not limited to, Facebook, MySpace, Twitter, internet messaging, blogs and wikis, are subject to the professional and ethical responsibilities outlined in the:

- Canadian Nurses Association (2017) *Code of ethics for Registered Nurses*, Part I (E): Nursing Values and Ethical Responsibilities (Maintaining Privacy and Confidentiality),
- *University of Alberta Code of Student Behaviour*, Section 30.3.3 (Inappropriate Behaviour in Professional Programs).

Please read **Appendix E** for nursing student role and responsibility expectations in the clinical setting.

## REQUIRED LEARNING EXPERIENCES

**Seminars:** Virtual attendance at seminars is required. Students will achieve course objectives through reading, individual study, and group work. Students are responsible for studying the assigned readings. All

course assignment submissions are via electronic mode depending on instructor's direction (e.g. emailed directly, posted in Moodle).

**Learning Resources and Approach:**

The instructor will serve as the course facilitator. The course is organized around content provided in a series of instructor-led and student-led seminars. These seminars provide opportunity to present a topic and discuss nursing leadership, and trend and issues impacting nurses and/or the nursing profession.

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## COURSE EVALUATION:

### **PLEASE NOTE:**

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

Assignment	Due Date	Value
Student Led Seminar	One during the term to be identified in first seminar See <a href="#">seminar schedule</a>	<b>30%</b> <b>Note:</b> Evaluation will be based on Group/Instructor/Peer evaluation guides posted as separate documents. All students in a seminar group receive the same mark.
Midterm Exam	TBA	<b>35%</b> <b>Note:</b> Each student will write a virtual (closed-book) multiple-choice examination of the required content for this course.
<a href="#">Final Exam</a>	TBA	<b>35%</b> <b>Note:</b> Each student will write a virtual (closed-book) multiple-choice examination of the required content for this course.

## **CONDUCT OF THE COURSE**

This course is designed with individual and group activities to achieve course objectives.

### **Student Led Seminar: Case Study Analysis**

Students will work in groups to facilitate seminars that discuss required and related content illustrated by one of three case studies. Seminar working groups will be formed and case studies selected during the first class. The session will be designed to facilitate participation and active learning by all seminar group members.

Students in each group are required to contact the instructor two weeks prior to the seminar. Following this, the group will prepare a “Learning Plan and Agenda” to be posted on Moodle one week prior to the session. A template for this document will be posted as a separate course document. See *Appendix A*.

The agenda will address the key concepts and topics found on the *Seminar Schedule and Required Reading*. In addition, case studies will be used to establish the context/environment and nursing leadership roles/functions. Three case studies used are found in the exemplars posted on Moodle are as follows:

- Building a Healthy Workplace
- Program Planning
- Guatemala

The focus of the seminar is on active participation to enhance understanding and practices of nursing leadership in a variety of settings. It is the expectation that students will build on the knowledge acquired in class not use this opportunity to repeat existing knowledge.

### **Evaluation of Student Led Seminar (30%)**

Evaluation will consist of two elements: working group self-evaluation, and instructor evaluation. The instructor will provide a written evaluation that provides a mark and feedback to the group after all seminar and evaluation materials have been submitted to the instructor (learning plan and agenda, copies of any electronic presentations or paper materials used in seminar, and completed evaluation forms). The mark is worth 30% of the course marks divided as follows: 5/30 group self- evaluation, , and 25/30 instructor evaluation. Evaluation and feedback forms will be listed as separate documents on Moodle. Please see Appendix B for marking guides, Blooms revised Taxonomy and Appendix E, F, &G for marking guides for student lead seminars

### **Midterm Exam (35%)**

The midterm exam will consist of multiple choices questions. These questions require the synthesis and application of knowledge gained from the readings, class presentations, and group discussions. Please see Appendix C for expectations for students writing on-line exams.

### **Final Exam (35%)**

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The final exam will consist of multiple choice questions. It is a closed book exam and must be completed individually. All questions are based on the required readings and learning outcomes throughout the entire course. These questions require the synthesis and application of knowledge gained from the readings, class presentations, and group discussions. Please see Appendix C for expectations for students writing on-line exams.

Students are asked to notify the instructor if they are ill or going to be late or absent prior to the seminar or lab. The student must also discuss, with the instructor, the most appropriate way to make up for missed seminars.

Given that this is a fourth Year University of Alberta Course please note the following: Assignments are marked as raw scores according to the percentage weight assigned to each. At the end of the course, all scores are totaled for a term summary mark in the course. There is no rounding up of scores.

The final letter course grade is based on a combination of absolute academic achievement (an individual student's term summary mark) and relative performance (a comparison of a student's term summary mark to all students' term summary marks). Due attention is paid to descriptions of grade points according to the University of Alberta Calendar [Section 23.4]:

Excellent	A+, A, A-
Good	B+, B, B-
Satisfactory	C+, C, C -
Poor	D+
Minimal Pass	D
Failure	F

**NOTE: Final course marks are not final until approved by the U of A and placed on Bear Tracks for students to access.**

### ABSENCE FROM EXAMS

Deferred exams occur only when there are compelling reasons, such as incapacitating illness and severe domestic affliction as stated in the [University of Alberta Calendar](#). Students are required to follow the process outlined in the policy should they wish to apply for a deferred exam. Please see appendix C for expectations of students writing on-line exams.



## APPENDIX A

### **Expectations of Students in Inquiry Based Learning Scenarios and Labs – Pass/Fail**

#### **Student Role in Seminar Setting**

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 Inquiry Based Learning 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 virtually scheduled 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 group work occur.
  
  4. Students follow through with the analysis and decision-making process associated with Inquiry Based Learning situations specifically by:
    - a. Identifying learning issues within a given situation.
    - b. Determining group member assignments needed for pursuing the learning issues.
    - c. Individually or collectively completing assignments as planned by group.
    - d. Sharing what has been learned, interpreted and synthesized with entire group.
    - e. Participating in the end-of-session review of each scenario/lab.
    - f. Encouraging and supporting participation of other group members during group sessions.
    - g. Appraising credibility of information shared in group sessions according to sources utilized and cited by group members.
    - h. Providing feedback about individual and collective group member performance to group as a whole.
    - i. Being open to receiving feedback about own performance and contribution to group process from fellow group members.
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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 issues being pursued.
    - b. Returning resources and materials promptly when finished using them.
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**APPENDIX B**  
**Keyano College- Senior Marking Guide**

The following marking system utilizes the numerical system for the evaluation of Senior level students:

Grade	Status	Criteria
96-100	Outstanding	Outstanding integration of theoretical and research literature in developing, analyzing, and synthesizing own ideas with objective application of evidence to support conclusions. Extraordinary and creative writing ability demonstrated in development and presentation of own ideas. Consistently identifies prominent theoretical argument(s) and ideas throughout paper; includes opposing points of view where relevant. 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.
90-95	Excellent	Excellent integration of theoretical and research literature in developing and analyzing ideas with application of evidence to support conclusions. Excellent and creative writing ability demonstrated in development and presentation of own ideas. Well-organized, linkages evident, logical conclusions/arguments. Format requirements are met as per APA 6 <sup>th</sup> editions with minimal grammatical and spelling revisions.
85-89	Very Good	Very good integration of theoretical and research literature in developing and analyzing ideas with application of evidence to support conclusions. Very good creative writing ability demonstrated in development and presentation of own ideas. Well-organized, linkages evident, logical conclusions/arguments. Format requirements are met as per APA 6 <sup>th</sup> editions with minimal grammatical and spelling revisions.
80-84	Very Good	Very good attempt to integrate theoretical and research literature; however, ideas are not fully developed with minimal analysis, synthesis and evaluation. There is adequate demonstration of creative and critical thinking, comprehension and interpretation of the topic and incorporation of own ideas. Overall, key ideas are presented in a concise, logical, and well organized manner; presents some major alternative points of view and supports own conclusions with literature. Minor format revisions are required as per APA 6 <sup>th</sup> edition with a few grammatical and spelling errors.
76-79	Good	A good attempt to integrate theoretical and research literature; however, ideas are not fully developed with minimal analysis, synthesis and evaluation. There is adequate demonstration of creative and critical thinking, comprehension and interpretation of the topic and incorporation of own ideas. Overall, key ideas are presented in a concise, logical, and organized manner; presents some alternative points of view and supports own conclusions with literature. Minor format revisions are required as per APA 6 <sup>th</sup> edition with a few grammatical and spelling errors.

72-75	Good	Presents a good review of theoretical and research literature. Own ideas and literature are understood and applied, but not fully developed, analyzed, synthesized or evaluated. Identifies key concepts, alternative arguments, however discussion and conclusions are inadequate. 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.
68-71	Satisfactory	Demonstrates satisfactory superficial theoretical and research integration. General content areas identified; discussion lacks creative development of ideas, analysis, synthesis, and evaluation of topic. Definite revisions required in presentation of ideas in a concise, logical and well-organized manner. Format requirements, spelling and grammatical expectation inconsistently met as per APA 6 <sup>th</sup> edition.
64-67	Satisfactory	Demonstrates very superficial theoretical and research integration. General content areas identified; discussion lacks creative development of ideas, analysis, synthesis, and evaluation of topic. Definite revisions required in presentation of ideas in a concise, logical and well-organized manner. Format requirements, spelling and grammatical expectation inconsistently met as per APA 6 <sup>th</sup> edition.
60-63	Minimal Pass	Demonstrates marginal theoretical and research integration in discussion. Lacks structure, development, analysis, synthesis and organization of ideas. Major revisions required with respect to flow of ideas and grammatical errors. Limited application of required format APA 6 <sup>th</sup> edition.
55-59	Poor	Demonstrates poor theoretical and research integration. Minimal structure, development, analysis, synthesis and poor organization of ideas. Major revisions required with respect to flow of ideas and grammatical errors. Limited application of required format as per APA 6 <sup>th</sup> edition.
50-54 0-49	Fail	Content requirements not fully reviewed or addressed; minimal integration of theoretical/research in discussion. The assignment has no structure or organization. Ideas are not logically or clearly presented. Consistent errors in grammar, spelling and/or format as per APA 6 <sup>th</sup> edition. Paper is plagiarized or not handed in.

Competency Levels and Year End Outcomes  
Bloom's Revised Taxonomy

*Scholarly Writing Year End Outcome: Demonstrates understanding of content through scholarly writing across the curriculum.*

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.	<p>Remember</p> <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> <p>Understand</p> <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.	<p>Apply</p> <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.	<p>Analyze</p> <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.	<p>Evaluate</p> <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. Create</li> <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 C

### **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.
  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. At the beginning of January, it will be mandatory that all students sign a form identifying they have read/or are familiar with the Student Code of Conduct. 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. Beginning in September, all new students plus students moving from third to fourth year will be mandated to sign the above form(s).
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## 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>

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## APPENDIX E

### **Student Led Seminar: Case Study Analysis**

Students will work in groups to facilitate seminars that discuss required and related content illustrated by one of three case studies. Seminar working groups will be formed and case studies selected during the first class. The session will be designed to facilitate participation and active learning by all seminar group members.

Students in each group are required to meet virtually with the Instructor two weeks prior to the seminar. Following this, the group will prepare a “Learning Plan and Agenda” to be posted on Moodle one week prior to the session. A template for this document is posted in Appendix F. The agenda will address the key concepts and topics found on the Seminar Schedule and Required Reading. In addition, the case study will be used to establish the context/environment and nursing leadership roles/functions.

The focus of the seminar is on active participation to enhance understanding and practices of nursing leadership in a variety of settings. The expectation is that this presentation builds upon and reinforces what has been learned in the classroom.

### **Evaluation of Student Led Seminar**

Evaluation will consist of three elements; working group self-evaluation, peer group feedback, and instructor evaluation. The instructor will provide a written evaluation that provides a mark and feedback to the leading group after all seminar and evaluation materials have been submitted to the Instructor (learning plan and agenda, copies of any electronic presentations or paper materials used in seminar, and completed evaluation forms). The mark is worth 30% of the course mark divided as follows: 5/30 group self-evaluation, and 25/30 instructor evaluation. The Group Evaluation will be completed and submitted prior to the week following the group presentation.

The presenting group will take hard copies of the Peer Evaluation to be distributed in class and completed at the end of the seminar presentation. These Peer Evaluations will be bundled and handed in to the instructor following the seminar.

The instructor will complete the Instructor Evaluation and return to group members Feedback including the assignment scores.

**N409: Leadership and Issues in Nursing  
Fall 2019  
Group Evaluation**

Title and Date of Seminar:

Names of Members:

Overall Group Self-Evaluation: Collaborate and reach consensus to complete the following group self-evaluation.

	Item	Strongly disagree 0	Disagree 1	Neutral 2	Agree 3	Strongly Agree 4
1	The group established and maintained group norms					
2	The group established and maintained clear roles					
3	There was balanced participation in developing and maintaining the norms					
4	Group members related to one another collaboratively					
5	Group members shared the work fairly					
6	Group members provided meaningful and respectful feedback to make the presentation effective					
7	Group members encouraged one another to participate					
8	Conflict was resolved in such a way to maintain relationships among the group					
9	The seminar provided clear information needed for peer learning					
10	The session included a variety of teaching and learning strategies to promote active learning					
11	Time management was effective (began and ended on time, used class time well)					
12	The seminar met the learning outcomes for peers					
13	Key aspects of nursing leadership were addressed in the seminar to further learning of all seminar members					
Totals:						
14	What we did well: Insert comments.					
15	What we would do differently: Insert comments.					
Overall Score: _____/52						

Individual Member Input: Each member completes a one paragraph description of their own contributions to the group presentation. Consider your strengths and how you used these to enhance the seminar presentation. Insert here.



**N409: Leadership and Issues in Nursing  
Fall 2019  
Instructor Evaluation**

Title and Date of Seminar:

Names of Members:

	Item	Strongly disagree 0	Disagree 1	Neutral 2	Agree 3	Strongly Agree 4
1	The presenting group met with Instructor to consult two weeks in advance					
2	The presenting group posted advance (one week) materials that were thorough and relevant					
3	The seminar provided clear information needed for peer learning					
4	The content summarized required reading in sufficient depth for understanding					
5	The session included a variety of teaching and learning strategies to promote active learning					
6	The session provided all participants with an opportunity to engage in group discussion					
7	Time management was effective (began and ended on time, used class time well)					
8	The seminar met the learning outcomes identified in the learning plan					
9	The primary health care framework was used to interpret the implications of the case study for nursing leadership					
10	Key aspects of nursing leadership were addressed in the seminar to further peer learning					
	Totals:					
11	What group did well:					
12	What is suggested the group could have done differently:					
Instructor comments :						
Instructor Score: _____/40						
Group score: _____/5      Peer score: _____/5      Instructor score: _____/10      TOTAL: _____/20						

## APPENDIX F

### Seminar Learning Plan and Agenda Template

Learning Outcomes See below

Required Reading:

Suggested Reading/Preparation:

Agenda/Schedule:

Time	Topic/Activity	Person/Notes

#### Revision history:

Revision no.	Change description	Developed by:	Revised By:	Page #	Date
1.0	Initial Release	Faculty of Nursing, University of Alberta	Seanna Chesney-Chauvet Katherine Trepanier	1-3	June 15, 2016 June 21, 2016
2.0	Revision	Keyano College	Dr. Nadine Rimmer	All	June 2019

NURS 409

*Leadership and Issues in Nursing*

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This course outline has been reviewed and approved by the Program Chair.

Nadine Rimmer\_\_\_\_\_

Dr. Nadine Rimmer, Instructor

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**Arlene Starkes, Chair**

**Date Authorized**

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**Dr. Eli Alquist, Dean**

**Date Authorized**