



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

Keyano College
Grande Prairie Regional College
Red Deer College
University of Alberta

NURSING 290: NURSING IN CONTEXT B

September 2nd, 2014 – October 25th, 2014

Tutors: **Groups A & D - Arlene Starkes, BNRN, BSc**
 Groups B & C - Tania Lysak, RN, BScN, MN

Revised May 2014

Nursing 290: Nursing in Context B

Course Outline

CALENDAR STATEMENT:

NURS 290 Nursing in Context B *5 (fi 10) (first term, 1.5-6s-3 in 7 weeks).

Within the context of primary health care, the focus shifts to restoration, rehabilitation and support of clients experiencing chronic and less acute variances in health. Discussion related to health promotion and disease prevention continues. Intermediate health assessment and nursing skills are introduced.

PREREQUISITES: NURS 117, 118, 190, 191, 194, 195

COREQUISITE: MMI 133

COURSE HOURS: LEC: 9 SEM: 36 LAB: 18

COURSE DESCRIPTION:

Through the process of Context-Based Learning, the goal of this course is to continue development of concepts of health, health promotion, professional nursing, and human responses across the life span. The focus shifts to acute care of individuals within families and support of clients in the community experiencing chronic and less acute variances in health.

TUTOR INFORMATION:**Groups A & D:**

Arlene Starkes, BNRN, BSc

Phone (office): 780-791-8987

email: arlene.starkes@keyano.ca

Office Hours: Mondays, 1300-1530

Groups B & C:

Tania Lysak, RN, BScN, MN

Phone (office): 792-5630

email: tania.lysak@keyano.ca

Office Hours: Mondays, 0900-1200

COURSE OBJECTIVES:

Levels of Independence

In evaluating objectives, the following levels of independence will be used:

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: Tutor tells the student what to do, about what steps to take.

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

Clarification: Tutor, 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: Tutor 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: Tutor provides positive feedback for correct information and direction provided by the student.

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

Occasional: The clinical tutor provides input every now and then.

COURSE OBJECTIVES

Students are responsible to familiarize themselves with the document: *Graduate Competencies and Year-End Outcomes (with Cross Reference to Courses) 2014-2015*. Attention must be given to the competencies that are identified as pertaining to NURS 290. This document serves as the basis for the evaluation of students in tutorial. It can be found in the Keyano College Student Handbook 2014-2015.

1. Demonstrate, with minimal assistance, self-directed learning, critical thinking, and group process skills in utilizing context-based learning, in all learning activities.
2. Apply, with minimal assistance, the nursing process and of its components to scenario clients experiencing chronic and less acute variances in health.
3. Demonstrate understanding of the client as individuals and families.
4. Demonstrate increasing knowledge of nursing as a discipline and as a profession.
5. Demonstrate, with minimal assistance, the ability to use professional and/or therapeutic communication skills in all learning activities.
6. Demonstrate increasing knowledge of primary health care, health promotion, and disease prevention across the lifespan.
7. Demonstrate understanding and the ability to perform intermediate health assessment skills and selected nursing skills.
8. Demonstrate increasing understanding of the concepts of restoration and rehabilitation as applied to clients experiencing chronic and less acute variances in health.
9. Integrate the knowledge generated from working through the course scenarios, and be able to apply this knowledge to other situations.
10. Integrate the knowledge and skills acquired in all learning environments and are able to apply them in other situations.

NURSING PROGRAM POLICIES

Please refer to the Keyano College Nursing Program Student Handbook for specific Nursing Program Policies and to Keyano College Credit Calendar for general College policies and the Students Rights, Responsibilities, Student Misconduct and Discipline and the Student Appeal Process.

Please see **APPENDIX A** for Student's Rights, Responsibilities, Student Misconduct and Discipline and Appeal Process document.

Withdrawal Dates for Classes:

Students may drop a course without academic or financial penalty within the first 1/8 of the course start date. Students can withdraw from a course, with a grade of "W" (no GPA calculation) up to the half-way point of the course. If students withdraw after the half-way point, a grade of "WF" (calculated as 0 in GPA).

Examinations:

Please consult the Keyano College Credit Calendar 2014-2015 for the policy statements on examinations.

Please note that examinations begin and end at the scheduled time. Students who arrive late will not be allowed to write the examination if students have already completed the examination and have left the room. Students will not be allowed to leave the classroom during the writing of exams without the permission of the tutor. Students are to leave all jackets, purses, books, bags, eyeglass cases, pencil cases or similar items in their lockers. Any of these items brought to the examination are to be left at the front of the classroom. Students are not allowed to have food or drink in the classroom during exams.

Specialized Supports and Duty to Accommodate

Disability Support Services: Learner Assistance Program

If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counselor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College.

Specialized Supports and Duty to Accommodate

Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.

Late Assignments

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.

REQUIRED LEARNING EXPERIENCES

1. Students will work through five Learning Packages in two-three hour tutorials per week.

Learning packages to be covered in Nursing 290 are:

1. Mrs. Snow
2. Lacey, Evan and Baby Joshua (A)
3. Lacey, Evan and Baby Joshua (B)
4. Denny and Kokum
5. Men's Health

Required and Suggested Readings

When preparing for tutorial, each student will be responsible for completing readings related to the content covered in the learning packages. This includes readings related to growth and development, pathophysiology, and anatomy and physiology. These readings are suggested to assist you in understanding the basic concepts. This is not an exhaustive list and supplemental readings from other sources may be needed to further enhance your understanding. It is expected that you come to the tutorial session with an understanding of the concepts to be covered and the ability to engage in discussion regarding this. Required & suggested readings are listed on Moodle, under each Learning Package.

2. Students will participate in one three-hour lab per week. **Lab attendance, preparedness, and participation are all included in CBL marking.** Using previously learned knowledge, the student will make appropriate assessments for each psychomotor skill. Refer to Nursing 290 Lab Manual for additional details.

When attending **psychomotor skill labs (Labs #2, 3, 4, & 5), lab testing and lab practice sessions** students are required to adhere to the University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook Nursing Program Policies 2014-2015 dress code for the lab. Students are required to wear

clinical uniforms, hair is to be secured off the face and neck, jewelry is to be limited to 2 plain smooth surfaced rings and one pair of small stud earrings.

Lab #1 – Musculoskeletal Assessment

This lab is designed to assist the student in the assessment of the musculoskeletal system.

To facilitate assessment of the musculoskeletal system, **it is expected that students come dressed in loose fitting clothing that allows for assessment. It is expected that students have t-shirts and shorts or track pants.**

Lab #2 – Sterile Gloving, Medical & Surgical Asepsis

This lab is designed to introduce the student to the concepts of medical and surgical asepsis. Psychomotor skills related to medical and surgical asepsis will be covered.

Lab #3 - Parenteral Medication Administration

This lab will assist the student to apply the principles of asepsis in the practice of parenteral medication administration as well as the theory and psychomotor skill of intramuscular injections.

Lab #4 - Peripheral Vascular Assessment, Subcutaneous Injections and Insulin Administration & Intradermal Injection

This lab will assist students to develop psychomotor skills related to the care of persons with diabetes. These skills will include preparing, mixing, and drawing up insulin, subcutaneous injections and intradermal injections. In addition, assessment of the peripheral vascular system is practiced.

Lab #5 – Sterile Technique with Simple Dressings, Suture, Staple & Drain Removal

This lab will assist students to develop psychomotor skills related to the care of persons requiring dressings and simple wound care.

3. Med Math – Self Study

**** Preparation for the N291/295 Medication Calculation Exam** will be incorporated into Nursing 290 through self study. **Review will NOT be done during lab time.** It is the student's responsibility to complete assigned worksheets and submit them to tutor as scheduled. Failure to submit work will be reflected in the TAG.

Work schedule is as follows:

Med Math Review Chapters:

Students are responsible for handing in the proficiency tests for the following chapters. See timetable for due date.

Chapter 4: Drug Labels and Packaging

Chapter 12: Information Basic to Administering Drugs

Med Math Review Chapters:

Students are responsible for handing in the proficiency tests for the following chapters. See timetable for due date.

Chapter 7: Liquids for Injection

Chapter 13: Administration Procedures

* In addition to assigned worksheets, it is recommended that students review Med Math from Chapters completed in previous courses; this includes chapters 1-3; 5-6 & 12.

4. Fixed Resource seminars are scheduled throughout Nursing 290. Refer to Nursing 290 timetable for specific dates and times. Refer to Nursing 290 Fixed Resource Package for required readings. Topics covered include:

WATSON NURSING MODEL

This fixed resource is designed to introduce the student to Jean Watson's Theory of Transpersonal Caring.

Suggested reading:

Kelley, J.H., & Johnson, B. (2011). Theory of transpersonal caring: Jean Watson. In J. George, *Nursing Theories: The base for professional nursing practice* (6th ed., **Chapter 18, pp. 454-471**). Upper Saddle Lake, NJ: Prentice Hall.

CFIM NURSING MODEL

This fixed resource is designed to introduce the student to a nursing framework for intervention with the family as a unit of care. CFIM is the intervention model introduced.

Suggested reading:

Wright, L.M. & Leahey, M. (2009). Nurses and families: A guide to family assessment and intervention (5th ed., **Chapter 4, pp. 143-167**). Philadelphia, PA: F.A. Davis (*On reserve in library*).

CONCEPT MAPPING

This fixed resource is designed to introduce the student to a framework for concept mapping.

Suggested readings:

McHugh-Schuster, P. (2012). Concept mapping: A critical thinking approach to care planning. (3rd ed., **Chapters 1, 2 & 3, pp. 1-84**).

ATTENDANCE IS AN EXPECTATION FOR **ALL** SEMINAR, LAB AND FIXED RESOURCE SESSIONS. REFER TO **APPENDICES B AND C** FOR TUTOR AND STUDENT ROLES IN CBL AND LAB.

OVERVIEW OF COURSE EVALUATION

1.	5 Quizzes (each worth 5%)	25%
2.	Final Exam	45%
3.	Scholarly Paper	30%
4.	CBL Seminar Evaluation (TAG)	Pass/Fail
5.	OSCE's	Pass/Fail

PLEASE NOTE:

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

* ALL WORK MUST BE ORIGINAL IN THIS COURSE. CUTTING AND PASTING FROM WORK DONE IN A PREVIOUS COURSE IS CONSIDERED CHEATING/PLAGIARISM. PLEASE SEE THE UNIVERSITY OF ALBERTA COLLABORATIVE BACCALAUREATE NURSING PROGRAM: KEYANO COLLEGE STUDENT HANDBOOK NURSING PROGRAM POLICIES 2013-2014 FOR FURTHER CLARIFICATION.

COURSE EVALUATION

1. **Quizzes (25%)**

There will be 5 quizzes throughout this course. Each quiz will incorporate theory from scenarios, labs and fixed resources. Quiz questions will be in multiple choice format. You will have 30 minutes to complete each quiz. **See Timetable for room numbers**

Quiz #1 (5%) – See timetable for date & time

Content covered: Mrs. Snow scenario, Lab #1 & CFIM Fixed Resource

Quiz#2 (5%) – See timetable for date & time

Content covered: Lacey, Evan and Baby Joshua (A) scenario, Lab #2 & Watson Fixed Resource

Quiz #3 (5%) – See timetable for date & time

Content covered: Lacey, Evan and Baby Joshua (B) scenario & Lab #3

Quiz #4 (5%) – See timetable for date & time

Content covered: Denny & Kokum scenario & Lab #4

Quiz #5 (5%) – See timetable for date & time

Content covered: Men's Health scenario & Lab #5

2. Final Exam: (45%)

See timetable for date, time & room number

This exam will incorporate theory from all scenarios, fixed resources and labs – including content related to medication administration. The format for the final exam will be 100 multiple choice questions.

3. Scholarly Paper: (30%)

See timetable for date & time

Support comes in many forms and is provided by many individuals. Gagnon and Waghorn, and Kennell et al. (as cited in Wong, Perry and Hockenberry, 2002) identifies that support provided to women is associated with positive obstetrical benefits. Liao, Chen, Chen & Chen (2009), identified that women with suspected breast cancer who received supportive care had a decrease in anxiety during the period in which they were 'waiting' for a confirmed diagnosis. These are just two examples that demonstrate that support provided by nurses is very distinct and is associated with positive outcomes.

The purpose of this paper is to explore the concept of support. In doing so, consider how support is defined, who provides support and what type of support is provided by different people/groups. Consider the role nurses play and the effect their role has on patient outcomes.

This scholarly paper must incorporate both research and non research based literature and is to follow APA format. The length of the paper is to be approximately 8 pages excluding the title and reference pages. The paper will be evaluated based upon the Nursing 290 Paper Marking Guide (See **APPENDIX D**).

**** Final copies handed in AFTER due date (as identified in timetable) will be considered late and marks will be deducted as follows:**

Late Assignments

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.

**** When submitting papers, students will attach photocopies of the reference papers used – these reference papers will be returned.**

4. CBL Seminar/Lab Evaluations: (Pass/Fail)

CBL evaluations will be held in the tutor's office – see timetable for date. A sign-up sheet will be circulated. A Pass/Fail grade will be determined according to the Tutorial Assessment Guide (TAG) criteria as outlined in **APPENDIX E**.

For the student's CBL evaluation, it is expected that the TAG will be completed, including detailed self-reflection of how you have met the course objectives and a proposed pass/fail grade. Your reflection should include examples and evidence from the literature. Ensure your reflection includes the behaviours you have exhibited to demonstrate your professionalism as a nursing student. The student is to bring their completed self-evaluation of their seminar/lab performance including a proposed pass/fail grade for their final CBL evaluation. **Please submit, either through e-mail or hard**

copy, the completed TAG, with self-reflection, to your tutor – see timetable for date & time.

The Code of Ethics for Registered Nurses (CNA, 2008) guides nursing practice and must be reflected in all aspects of CBL and lab components of Nursing 290 and evidenced in the TAG. See **APPENDIX F** and the U of A Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook Nursing Program Policies 2014-2015 for detailed descriptions of the Code of Ethics.

The tutor and the student will review the student's self-evaluation together and a mark will be assigned. Final course grades will be assigned based on the Keyano College 4.0 Grading Scale for Academic Programs (see **APPENDIX G**).

It is suggested that each student begin this self-reflective evaluation at the beginning of the semester. Writing these evaluation entries will take self-discipline. Therefore, it is recommended that the student schedule a time each week, as soon as possible after the tutorial to write their self-reflective evaluation entries.

STUDENTS MUST RECEIVE A PASS IN THE CBL SEMINAR/LAB EVALUATION IN ORDER TO PASS NURSING 290.

STUDENTS WHO ARE UNSATISFACTORY IN MEETING THE CBL CRITERIA WILL RECEIVE A MIDTERM EVALUATION THAT CLEARLY DELINEATES AREAS FOR DEVELOPMENT.

5. OSCE's: (Pass/Fail)

OSCE's will be conducted - see **timetable for date & time**. Sheets for students to sign up for their OSCE will be posted. Each student will have 20 minutes to complete their OSCE. OSCE's will be evaluated one on one, by an instructor.

The OSCE is an objective method of assessing a student's clinical skills where the areas tested and the evaluation criteria are determined in advance from course content and

objectives. Students should come prepared with medication cards; AND MUST BE ABLE TO DEMONSTRATE/VERBALIZE KNOWLEDGE OF MEDICATIONS prepared in labs. The OSCE's for Nursing 290 will encompass content from labs 2-5. For more information on OSCE's please refer to **Appendix H**.

Students are expected to come to the OSCE dressed in clinical attire as indicated in the University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook Nursing Program Policies 2014-2015.

Students who do not successfully complete the requirements of the OSCE on the first attempt must do additional preparation before a second attempt. *Remedial is scheduled- see timetable for date & time.*

Students must successfully complete their OSCE in order to pass Nursing 290 and progress.

STUDENTS WILL HAVE TWO ATTEMPTS TO RECEIVE A PASSING MARK IN THE OSCE. FAILURE TO SUCCESSFULLY COMPLETE THE OSCE ON THE SECOND ATTEMPT WILL RESULT IN A FAILING MARK OF D IN NURSING 290.

The OSCE must be passed by the date identified in the timetable.

In preparation for OSCE's, time has been identified in the Nursing 290 timetable for OSCE practice. *This is a compulsory practice time.* During this practice, time will be set aside to conduct practice OSCE's using a CBL approach with peer evaluation.

In small groups, students will rotate through a series of stations. EACH STUDENT will demonstrate 1 clinical nursing skill learned in lab. OSCE practice with peer review will cover content from Labs 2-5. Students should come prepared with medication cards;

AND MUST BE ABLE TO DEMONSTRATE/VERBALIZE KNOWLEDGE OF MEDICATIONS prepared in labs.

Students are expected to come to OSCE practice with peer review dressed in clinical attire as indicated in the University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook Nursing Program Policies 2014-2015.

Peer review will be done using a formalized checklist. All evaluations must be completed honestly and be signed by the evaluator. Should the instructor observe discrepancies between the evaluations and the student's performance, this will be reflected in the evaluators CBL seminar/Lab Evaluation.

Required Texts

The following textbooks are new to second year:

Chapman, L. & Durham, R. (2010). *Maternal-newborn nursing: The critical components of nursing care*. Philadelphia, PA: FA Davis Company.

George, J. B. (2011). *Nursing theories: The base for professional nursing practice* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Lippincott Williams & Wilkins. (2011). *Fluid & electrolytes made incredibly easy*. (5th ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

McIntyre, M. & McDonald, C. (2014). *Realities of Canadian nursing* (4th ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

Potter, P. A., & Perry, A. (2010). *Clinical nursing skills & techniques* (7th ed.). St. Louis, MO: Mosby.

Townsend, M.C. (2012). *Psychiatric mental health nursing: Concepts of care in evidence-based practice* (7th ed.). Philadelphia, PA: FA Davis.

- All books used in previous nursing courses are also required for Nursing 290.

Appendix A

Students Rights, Responsibilities, Student Misconduct, Discipline & Appeal Process

Students Rights

1. The Student has the right to be given a written outline at the beginning of the course which states the objectives and the content of the course, and the instructor's expectations regarding attendance, evaluation, and major assignments.
2. The student has the right to notification of major changes regarding classroom procedures and the right to be notified, whenever possible, of class cancellations, time or location changes prior to the class meeting.
3. Where course content allows, the student has the right to reasonable freedom of opinion and expression in the classroom, in assignments, and in exams.
4. The student has the right to be assured that changes to the length of the program subsequent to his/her entry will not extend the program beyond the time specified upon enrollment.
5. The student has the right to seek counseling and academic advising concerning program and graduation requirements, academic regulations, admissions, and transfer, such as counseling and advising will occur within a reasonable time frame.
6. The student has the right to expect faculty members to be available for assistance outside of scheduled classes at a time that is mutually agreeable (and preferably during the instructor's regularly scheduled office hours).
7. The student has the right to confidentiality of his/her records including scholastic transcripts, health records, performance appraisals or critiques. Such documentation shall not be released to third parties without the written permission of the student except where the release of such information without permission is necessary for complying with any legal obligations imposed upon the College or their release is necessary for the protection of the health and safety of the students and staff of the College.
8. The student has the right to view any record in his/her official College file and the right to add documents to the file which might refute the contents of documents of a disparaging nature.
9. The student has the right to proper and impartial evaluation of his/her performance and the right to request a re-evaluation within time lines and procedures established by the College. The student has the right to be informed of how evaluation results will be conveyed to him or her and the appropriate timelines within which to expect such results.
10. The student has the right to accurate information pertaining to program or course information and College academic regulations including the institutional definition of plagiarism and other forms of academic misconduct.
11. The student has the right to appeal procedures printed in the College calendar and the right to know how to deal with situations that appear unjust.
12. The student has the right to freedom from being subjected to physical, verbal, mental, or sexual harassment including any indignity, injury, violence or unfair accusation and be dealt with in accordance with the Individual Rights' Policy of Keyano College.

Student Responsibilities

1. The student has the responsibility to respect the rights of fellow students, faculty, staff, administrators and other persons associated with the College.
2. The student has the responsibility to respect other people's rights to health, security, personal preferences and freedom of expression and to be familiar with the individual Rights' Policy of this institution.
3. The student has the responsibility to refrain from threatening to subject or subjecting any person to physical, verbal, mental, or sexual harassment including any indignity, injury, violence or unfair accusations.
4. The student has the responsibility to observe College and relevant government regulations, policies and procedures regarding responsible conduct within the College environment including conduct toward students, faculty, staff, administrators and property.
5. The student has the responsibility to be conversant with course content and organization, course methodology and course evaluation methods even when he/she is absent from particular classes.
6. The student has the responsibility to respect the faculty member's right to determine course content, course objectives, methodology, and evaluation.
7. The student has the responsibility to respect the faculty member's right to set deadlines for assigned work, to expect assignments to be submitted at the times specified and to establish penalties for failure to comply with deadlines. The student further has the responsibility to familiarize him/herself with the expected times and methods used to convey results of assignments, examinations or other evaluations or decisions and to know the timelines set for appeal of same.
8. The student has the responsibility to conduct him/herself in an appropriate manner and to dress in a manner that reflects the safety requirements of the course consistent with the health and safety practices of his/her chosen field of study.
9. The student has the responsibility to refrain from unduly disturbing, disrupting or otherwise interfering with studies, laboratories, lectures, work or other activities of fellow students or staff.
10. The student has the responsibility to familiarize him/herself with academic regulations, graduation requirements, and/or program completion requirements.
11. The student has the responsibility to communicate with faculty members or counselors to attempt to resolve academic and/or personal problems he/she may encounter.
12. The student has the responsibility to know the consequences of plagiarism, fraud, deceit, and/or other forms of academic and non-academic dishonesty.
13. The student has the responsibility to know and to comply with college policy as well as the policy of any employer, or host organization of practicum or clinical activities when the student is involved in placement, site visit, co-op or clinical placement on that employer's worksite.

Student Appeal Procedure

Students have the right to appeal final grades, disciplinary actions or other decisions that students feel violate their rights according to the Students' Rights and Responsibilities.

There are three possible stages to any appeal:

- Stage One: Appeal to the Division
- Stage Two: Mediation
- Stage Three: Student Appeal Committee

As time is a consideration in the appeal process, please consult the Student Appeal Procedure by obtaining a copy of the document in the Student Services Center or by accessing it in the Keyano College calendar or on the Keyano College website.

Student Misconduct and Discipline Policy

The Students' Misconduct and Discipline Policy identifies two types of student misconduct: Academic and Non-Academic.

Academic Misconduct includes:

- 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.

Non-Academic Misconduct includes:

- Disruption of any college activity.
- Damage to or destruction of the property of the College, its staff, students or visitors.
- Threats of any kind.
- Physical or verbal abuse.
- Theft.
- Unsafe practices, whether the risk is to oneself or others.

- Alcohol or drug abuse.
- Harassment.
- Violation of confidentiality requirements of the occupation or profession for which the student is being trained.

Penalties for either academic or non-academic misconduct range from verbal reprimand to dismissal from the college.

For full text of the Students' Misconduct and Discipline Policy, visit the Student Services Center for a copy of the document or access it in the Keyano College calendar or on the Keyano College website.

Appendix B

Context Based Learning (CBL) Faculty and Student Roles in Seminar Setting

A. Tutor Role

- 1. In order to facilitate the CBL principle that learning is deliberate, focused, and outcome-oriented, the tutor:**
 - 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 tutor:**
 - 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.
 - ii. determine what they need to learn.
 - iii. determine how they will go about meeting their learning needs.
 - iv. seek credible resources that adequately address their learning needs.
 - v. 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 deliberate, deep, reflective, critical activity, the tutor:**
 - 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 tutor:**
 - 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 tutor:

- a. reviews and clarifies overall program goals with those of each context-based learning situation.
- b. helps student's articulate personal learning objectives and the means by which to evaluate whether and how well each of those objectives is attained.
- c. provides constructive feedback to students throughout learning process identifying both what has been as well as what remains to be achieved by student.
- d. 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 tutor:

- 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 behaviors.
- 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 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 tutor:

- a. both models and supports individual risk-taking behavior 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.

B. 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. 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 CBL situation.
 - 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.

- 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.

Appendix C
Context-Based Learning (CBL) Faculty and Student Roles in Lab Setting

A. Faculty Role

In the lab setting, faculty continue to guide students through an active learning process as outlined in the document **Context-Based Learning (CBL) Seminar Tutor Role by:**

1. asking questions that stimulate students to assess, critique and appraise what they do and do not know or understand regarding the necessary skills needed in nursing practice.
2. assisting the students to consider all skills learning in relation to:
 - a. their underlying rationale.
 - b. research-based evidence for their development.
 - c. the identification and application of principles to their practice.
 - d. encouraging the students to seek resources that support the development of their skills.
3. acting as a role model in skill development.
4. evaluating students' abilities to perform skills.
5. supporting the ongoing development of constructive group dynamics.
6. respecting the individual learning styles and needs of the students.
7. creating and fostering a climate of trust.
8. being respectful and responsible for the resources utilized in teaching lab skills by helping their students leave the lab in a prepared state for use by other students.

B. Student Role

In the lab setting, students continue to take an active, independent approach to their learning as outlined in the **Context-Based Learning (CBL) Seminar Student Role and Tutorial Assessment Guide of Students in CBL** document which include:

1. being committed to the lab group and willingly sharing their intellect, knowledge and expertise.
2. attending scheduled lab sessions as a requirement of the undergraduate program.
3. coming to each lab prepared, having completed required readings and viewed required audiovisual resources.
4. seeking resources that will support their learning lab skills.
5. asking questions which contribute to their ability to assess, critique and appraise what they do and do not know or understand about skill development.
6. exploring and discussing the underlying rationale for skills learned.
7. applying research-based evidence to the development of their skills.
8. participating in the ongoing development of constructive group dynamics in their lab group.
9. respecting and being responsible for the resources utilized in learning skills by leaving the lab in a prepared state for use by students who follow them in the lab setting.

Appendix D
NURSING 290 MARKING GUIDE for Support Paper

**Scholarly Paper
Marking Guide**

Student Name: _____

Category	Evaluation	Weighting (%)	Mark
Structure	Evaluation Criteria	10	
	<p>Title Page</p> <p>Introduction</p> <ul style="list-style-type: none"> • Topic • Scope <p>Problem statement</p> <ul style="list-style-type: none"> • Explains topic • Identifies relevance to nursing practice <p>Review of literature</p> <ul style="list-style-type: none"> • Literature search strategy • Articles submitted <p>Discussion</p> <ul style="list-style-type: none"> • Includes own perspective <p>Implications for nursing practice</p> <ul style="list-style-type: none"> • Identifies future directions <p>Recommendations</p> <ul style="list-style-type: none"> • Flows from discussion <p>Conclusion</p> <ul style="list-style-type: none"> • Summarizes paper <p>Headings</p> <ul style="list-style-type: none"> • Levels appropriate <p>Length</p> <ul style="list-style-type: none"> • Meets requirements 		

	<p>References</p> <ul style="list-style-type: none"> • Aligns with topic • Peer reviewed • Current • Canadian • Primary sources • Search strategy submitted • Reference articles submitted <p>Appendices</p> <ul style="list-style-type: none"> • Label • Location 		
Content	Evaluation Criteria	50	
	<p>Assignment criteria</p> <ul style="list-style-type: none"> • Addressed <p>Literature</p> <ul style="list-style-type: none"> • Integrated <p>Competency level</p> <ul style="list-style-type: none"> • Understanding (Year 1) • Application (Year 2) • Analysis (Year 3) • Critical evaluation (Year 4) <p>Creativity</p> <ul style="list-style-type: none"> • Reflected <p>Flow</p> <ul style="list-style-type: none"> • Logical • Linking • Transitions <p>Focus</p> <p>Readability</p> <p>Development of ideas</p> <p>Depth and scope</p>		

Writing Clarity	Evaluation Criteria	20	
	Precision Clarity Flow of ideas Congruence of tense and tone Sentence structure Paragraphing Linking		
Writing Style	Evaluation Criteria	10	
	Grammar Punctuation Spelling Capitalization Abbreviations		
Crediting Sources	Evaluation Criteria	10	
	Quotations Paraphrasing Citing references in text Reference List		

Final Mark: _____

Tutor Comments:

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 guidance 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"> • Identifies relevant prior knowledge from nursing and related disciplines. • Identifies new knowledge about the concept/issue from nursing and related disciplines. <p>Understand</p> <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.	<p>Apply</p> <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 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"> • Explores the interrelatedness of the components of the concept/issue. • Discusses the theoretical foundation of the concept/issue.
Four	With guidance uses scholarly writing skills to critically evaluate knowledge from nursing and related disciplines.	<p>Evaluate</p> <ul style="list-style-type: none"> • Critiques the evidence relative to the concept/issue. • Describes gaps/ inconsistencies in the evidence. <ul style="list-style-type: none"> • Compares the perspective of theorists from nursing and related disciplines.

		<p>Create</p> <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

1. Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (Eds.). (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives. New York: Addison Wesley Longman, Inc.
2. Duan, Y. (2006). Selecting and applying taxonomies for learning outcomes: A nursing example. *International Journal of Nursing Education Scholarship*, 3(1), 1-11.
3. Jideani, V.A., & Jideani, A. (2012). Alignment of assessment objectives with instructional objectives using revised Bloom's Taxonomy: The case for food science and technology education. *Journal of Food Science Education*, 11, 34 – 42.
4. Ming Su, W., & Osisek, P. (2011). The revised Bloom's Taxonomy: Implications for educating nurses. *The Journal of Continuing Education in Nursing*, 42(7), 321-327.
5. Reeves, A.R. (2011). Where great teaching begins: Planning for student thinking and learning. Retrieved from <http://site.ebrary.com/lib/keyano>.
6. Whiffin, C.J., & Hasselder, A. (2013). Making the link between critical appraisal, thinking and analysis. *British Journal of Nursing* 22(14), 831-835.

Appendix E
Tutorial/ Lab Assessment Guide

NURSING 290 Tutorial Assessment Guide (TAG)

To be used in conjunction with the course objectives and Graduate Competencies document found in the handbook.

STUDENT'S NAME (Print): _____

TUTOR'S NAME (Print): _____

**Student's overall performance will be assessed in each of the three categories.*

Self-Directed Learning	PASS/FAIL
Group Process	PASS/FAIL
Critical Thinking	PASS/FAIL

PASS

Meets the objectives at a "Level of Independence" required in the Graduate Competencies and Year-End Outcomes for Year 2.

FAIL

Does not meet the objectives at a "Level of Independence" required in the Graduate Competencies and Year-End Outcomes for Year 2.

Please Note:

Nursing 290 is based on PASS/FAIL performance. A PASS must be achieved in all three categories found in the Tutorial Assessment Guide in order to be successful in the course.

RC = Relevant Competencies (Graduate Competences and year-end Outcomes Condensed Version 2014-2015)			
Please refer to the course syllabus for the course objectives.			
RC	1. SELF-DIRECTED LEARNING	PASS	FAIL
33.3.1	1.1 Identifies gaps in knowledge.		
33.3.1	1.2 Acknowledges own strengths and weaknesses in the process of learning.		
33.3.1	1.3 Participates actively in defining own learning objectives.		
8.3,18.3	1.4 Selects appropriate resources to meet own learning needs.		
10.3 18.3	1.5 Uses credible and/or evidence-based resources to meet own learning needs.		
2.3,8.3 9.3,32.3	1.6 Demonstrates effective actions to meet own learning needs.		
33.3	1.7 Takes responsibility for actions and their consequences to self and group.		
32.3	1.8 Evaluates learning outcomes.		
32.3	1.9 Seeks constructive feedback.		
32.3	1.10 Responds to constructive feedback.		
Comments:			

RC	2. GROUP PROCESS	PASS	FAIL
33.3.3 27.3	2.1 Contributes to the development of group objectives and norms.		
33.3.3	2.2 Helps keep the group task oriented.		
33.3.3	2.3 Communicates ideas and information using a variety of communication skills.		
33.3.3	2.4 Assumes leadership role in group interaction.		
33.3.3 33.3.2	2.5 Actively facilitates the learning of others.		
33.3.3 26.3	2.6 Respects the values and opinions of others.		
33.3.3	2.7 Provides constructive feedback to others.		
33.3.3	2.8 Completes all tasks as negotiated within the group.		
33.3.3 27.3	2.9 Takes constructive action to address group concerns or conflict.		
33.3.3	2.10 Is present and punctual.		
Comments:			

RC	3. CRITICAL THINKING	PASS	FAIL
2.3,11.3 12.3,13.3	3.1 Analyses the scenario/situation/context in a systematic, organized way including ethical, social, legal, and political implications.		
2.3,11.3.1 2.3,13.3	3.2 Identifies and clarifies the elements of the scenario/situation/ context.		
2.3,11.3, 12.3	3.3 Interprets, analyses, and applies relevant theories, concepts, and facts.		
8.3,9.3, 15.3	3.4 Makes links with prior relevant readings experience or knowledge.		
8.3,9.3 15.3,18.3	3.5 Demonstrates an understanding of underlying concepts.		
15.3,10.3, 2.3,33.3	3.6 Critically reflects on own thinking and asks questions to clarify obscure points and to enhance understanding.		
2.3,10.3, 18.3	3.7 Checks accuracy, validity and comprehensiveness of information provided to the group.		
4.3,7.3, 14.3, 25.3	3.8 Generates and considers alternative perspectives.		
10.3,12.3, 18.3,25.3	3.9 Justifies reasons or actions.		
Comments:			
Summary comments:			

PASS / FAIL

Date: _____

Student's Signature_____
Tutor's Signature

Appendix F
Code of Ethics for Registered Nurses

CODE OF **Ethics**

FOR REGISTERED NURSES

Nursing Values and Ethical Responsibilities

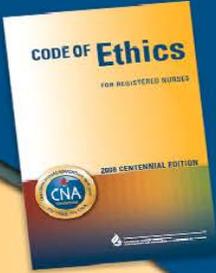
The core ethical responsibilities central to ethical nursing practice are articulated through the code's seven primary values and accompanying responsibility statements. See the code to read the responsibility statements connected with each of these seven values.

1. ***Providing safe, compassionate, competent and ethical care***
2. ***Promoting health and well-being***
3. ***Promoting and respecting informed decision-making***
4. ***Preserving dignity***
5. ***Maintaining privacy and confidentiality***
6. ***Promoting justice***
7. ***Being accountable***



Ethical Endeavours

Ethical nursing practice involves endeavouring to address broad aspects of social justice that are associated with health and well-being. These aspects relate to the need for change in systems and societal structures in order to create greater equity for all. The code contains thirteen statements entitled "ethical endeavours" that are intended to guide nurses in their practice.



TO OBTAIN A COPY OF THE *CODE OF ETHICS FOR REGISTERED NURSES*, VISIT OUR WEBSITE AT

www.cna-aiic.ca



Canadian Nurses Association. (2008). *Code of ethics for registered nurses*. Ottawa, ON: Author.

Appendix G

Keyano College 4.0 Grading Scale (Academic Programs)

Descriptor	Alpha Grade	4.0 Scale
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
	C	2.0
	C-	1.7
Poor	D+	1.3
Minimal Pass	D	1.0
Failure	F	0.0

APPENDIX F

OSCE (OBJECTIVE STRUCTURED CLINICAL EVALUATION)

Purpose of an OSCE

An OSCE is an objective method of assessing a student's clinical skills where the areas tested and the evaluation criteria are determined in advance from course content and objectives. The OSCE is purported to have the potential for testing a wide range of knowledge and skills, and can be utilized to evaluate a large number of students in one examination period.

Description of an OSCE

During an OSCE, students may rotate around a series of timed stations or they may randomly draw particular skill(s) to perform. For example students may be asked to take a focused history or perform some aspect of physical examination. Further, students may be asked to answer short questions, to interpret client data or to record findings. In accordance with their level of performance, students will be rated and scored against set criteria.

Guidelines for an OSCE

Students must successfully complete their OSCE in order to pass Nursing 194.

The pass mark for the OSCE is 80%. If students are unsuccessful at the time of their initial evaluation, they may have one opportunity to repeat the OSCE.

An OSCE is considered to be similar to an exam-testing situation. Therefore, the same policies apply with respect to sharing information about the content of the OSCE.



Nursing 290

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

Instructor Name, Instructor

Instructor Name, Instructor

Instructor Name, Instructor

Bev Maron, Chair

Date Authorized

Dr. Vincella Thompson, Dean

Date Authorized

Signed copies to be delivered to:

Instructor
Registrar's Office