UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM
Keyano College
Course Outline

NURSING 394 A: NURSING IN CONTEXT C1

October 26, 2015 – December 11, 2015

Tutor: Doris Roth, RN, BScN, MN

Revised 2015/05
NURSING 394: Nursing in Context C1

COURSE OUTLINE

CALENDAR STATEMENT:

NURS 394 Nursing in Context C1
Continuation of NURS 390 with increasing situational complexity. Prerequisites: NURS 390, (391 or 395).

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

COURSE DESCRIPTION:

Through the process of Inquiry-based learning, the goal of this course is to continue development of concepts of health, health promotion, professional nursing, and human responses across the lifespan. The focus remains on care of clients (individuals, families, groups) in institutions and community experiencing acute and complex variances in health.

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

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

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

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

**Confirmation:** Instructor provides positive feedback for correct information and direction provided by the student.
Consultation: The student provides instructor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.

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

LEARNING OUTCOMES:

Overarching statement: Students are responsible to familiarize themselves with Graduate Competencies and Year-End Outcomes (with Cross Reference to courses) 2015-2016. Attention must be given to the competencies that are identified as being relevant to NURS 394.

1. Demonstrate independently self-directed learning, critical thinking, and group process skills in utilizing context-based learning, in all learning activities.

2. Apply, independently, the nursing process to Learning Package clients experiencing acute and complex variances in health.

3. Demonstrate an increasing knowledge of nursing as a discipline and as a profession.

4. Demonstrate, independently, the ability to use professional and/or therapeutic communication skills in all learning activities.

5. Demonstrate knowledge of primary health care, health promotion, and disease prevention in clients experiencing more acute and complex variances in health across the life span.

6. Apply advanced assessment and nursing skills in all learning activities.

7. Demonstrate understanding of the concepts of restoration, and rehabilitation, as applied to clients experiencing more acute and complex variances in health.

8. Integrate the knowledge generated from working through the course learning packages, and be able to apply this knowledge to other situations.

9. Integrate the knowledge and skills acquired in all learning environments and be able to apply them to 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.

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.

Students with Disabilities

It is the College’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let your instructor know immediately so that we can discuss options. You are also welcome to contact Disability Services (780-791-8934) to establish reasonable

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 who withdraw between 1/8 and 3/4 the length of a course will receive a grade of “W” (no GPA calculation) for their course(s). After 3/4 into the course length, students are not eligible to withdraw (calculated as 0 in GPA).

Examinations:

Please consult the 2015-2016 Keyano College Calendar for the policy statement on examinations.

Quizzes will be offered online through Moodle. A device that enables internet access will be required for exam completion. Quizzes will be completed after class on the day scheduled in the timetable. The time and venue are flexible and will be discussed at orientation.

The final exam will also be offered online through Moodle and will be invigilated in a classroom. See course timetable for date and time.
Instructor Office Hours:

The Instructor is available for student consultation in the office from Monday to Friday. Please contact your instructor at the number below or contact the Nursing Office at (780) 791 4889 to arrange a time. Office hours are also scheduled weekly in the timetable.

Contact Information:

Doris Roth RN, BScN, MN
Nursing Department Room: 187C
doris.roth@keyano.ca
(780) 791-8919
REQUIRED LEARNING EXPERIENCES

1. **CBL Seminar**

   Students will collaboratively work through the following five Learning Packages. Please refer to Nursing 394 timetable for the weekly scheduled tutorial sessions. CBL seminars will be structured as Day One and Day Two for each learning package.

   1. The Parson’s Family
   2. Epidemiology
   2. Home Care (1)
   3. Home Care (2)
   4. Trauma

2. **Lab Activities**

   Students will collaboratively participate each week in the following laboratory sessions as per Nursing 394 timetable. Additional fixed resources may be added to enhance student learning. Lab attendance, preparedness, and participation are all included in CBL marking. Please refer to each respective lab manual for details.

   1. Blood Administration
   2. Epidemiology/Pandemic Planning
   3. Cognitive Impairment
   4. Home Care Lab
   5. Central Nervous System and Increased Intracranial Pressure

**PLEASE NOTE:**

Readings are assigned for each lab component and the content is relevant to the learning packages. Students are expected to direct their own learning by selecting relevant sources for the learning packages.

Attendance is an expectation for all seminar, lab and fixed resource sessions. Refer to APPENDIX A and B for tutor and student roles in CBL and lab.

*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 completed in a previous course is considered academic misconduct/plagiarism. Please see the University of Alberta Collaborative Baccalaureate Nursing program: Keyano College Student Handbook Nursing Program policies 2015 - 2016 for further clarification.

Marking for course evaluation components will be based on the Keyano College Percentage Grading system, (APPENDIX C), and the Marking Guide (APPENDIX D). The passing grade for this course is 60% or C-.

OVERVIEW OF COURSE EVALUATION

1. Quizzes (5% each) 25%
2. Scholarly Paper 35%
3. Final Exam 40%

1. Quiz’s 25% total (each 5%). Each multiple choice quiz will cover content from a Learning Package and related lab(s). Each quiz will be held at the conclusion of ‘Day Two’ and will be computer based. 30 minutes will be provided to complete the 20 question quiz.

   • Quiz #1 – October 29th - will cover content from the Blood Administration Lab and the Parsons Family Learning Package.
   • Quiz #2 – November 5th - will cover content from the Epidemiology and Pandemic Planning Lab and the Epidemiology Learning Package
   • Quiz #3 – November 10th - will cover content from the Cognitive Impairment lab and Home Care Lab
   • Quiz #4 – November 19th - will cover content from the Home Care Learning package and content from relevant labs.
   • Quiz #5 – December 3rd – will cover content from the Central Nervous System and Increased Intracranial Pressure Lab and the Trauma Scenario
2. Scholarly Paper Assignment (35%) – Ethics and the End of Life

due Monday, November 16th by 1200h.

Grading:

Marking for this assignment will be based on the Scholarly Paper Marking guide as noted in APPENDIX D.

Purpose:

Issues of life and death are often controversial and, require ethical decision-making. In February of 2015, The Supreme Court of Canada, in a unanimous decision, voted to strike down the current law which made it illegal to assist any person to end their life. In their ruling, The Supreme Court mandated that medically assisted death is legal under specific circumstances. Provincial and federal governments were given one year to create legislation in response to this ruling.

This focus of this assignment is for students to develop a deeper understanding of the ethical issues surrounding the end of life and the potential impact of medically assisted suicide on nursing practice. Students are asked to review some of the legal cases such as the Rodriguez and Latimer decisions, and others that have influenced the court’s decision to allow for medically assisted death. What are some of the societal and global trends that influence this and how has this changed over the years. Students are to examine their own views about end of life care and what constitutes dying with dignity. Using the ethical principles and values in the CNA Code of Ethics and the CARNA standards of practice, identify some of the ethical dilemmas which could arise from this law and what recommendations would you make to provide safe, competent, ethical nursing care to your clients. Review and synthesize the literature related to the concept of caring and address the questions in the guidelines below.

Length: Paper must not exceed 8 pages in length, excluding the title and reference pages and must be in APA format.

*When submitting papers, students will attach photocopies of the reference papers used or email PDF files to the tutor. All reference papers will be returned to the students.

Drafts are not accepted in third year, unless stipulated as a course requirement.

Requests for extensions of this assignment must be discussed with the instructor prior to the due date.
3. **Final Exam (40%) Tuesday, December 8th (0900-1130h)**

   **Room: TBA**

   This exam will be cumulative. Format for exam will be 100 multiple choice questions.

   The Code of Ethics for Registered Nurses (CNA, 2008) guides nursing practice and must be reflected in all aspects of classroom and lab components of Nursing 394. See **APPENDIX F** and the U of A Collaborative Baccalaureate Nursing Program: Keyano College student handbook Nursing Program Policies for detailed descriptions of the Code of Ethics.

**REQUIRED TEXTS**

   All textbooks acquired in previous years

   Resources available on Moodle

**RECOMMENDED TEXTS - (On reserve in the library)**


APPENDIX A

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

Faculty 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.

**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.

Developed by J. Bowman in Collaboration with U of Tutors August 27th, 1997. (Update: 200
APPENDIX B

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

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.

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.

Developed by B. McLean in Collaboration with U of A Tutors
August 27th, 1997. Revised May, 1999
### APPENDIX C

**Keyano College Percentage- Alpha Grading System**

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<td>85-89</td>
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# Scholarly Paper - Marking Guide

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- Aligns with topic
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- Current
- Canadian
- Primary sources
- Search strategy submitted
- Reference articles submitted

### Appendices
- Label
- Location

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### Writing Clarity

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Final Mark: _____________

Tutor Comments:

____________________________________________________________________________
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17
Competency Levels and Year End Outcomes  
Bloom’s Revised Taxonomy

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<thead>
<tr>
<th>Year</th>
<th>Year End Outcome</th>
<th>Bloom’s Revised Taxonomy</th>
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| One  | With guidance uses scholarly writing skills to **understand** and provide written descriptions of knowledge from nursing and other related disciplines. | **Remember**  
- Identifies relevant prior knowledge from nursing and related disciplines.  
- Identifies new knowledge about the concept/issue from nursing and related disciplines.  
**Understand**  
- Identifies the components of the concept/issue.  
- Summarizes knowledge from the selected literature.  
- Explains the relevance of the concept/topic to nursing practice. |
| Two  | With guidance uses scholarly skills to **apply** knowledge derived from nursing and related disciplines. | **Apply**  
- 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. | **Analyze**  
- 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. | **Evaluate**  
- Critiques the evidence relative to the concept/issue.  
- Describes gaps/ inconsistencies in the evidence. |
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<tr>
<th>Assumption</th>
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<td>The year-end outcomes of years two, three and four include the taxonomy criteria of the years previous to it.</td>
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APPENDIX F

Code of Ethics for the Registered Nurse

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