



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

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

COURSE SYLLABUS

NURSING 405

Acute Care Nursing Theory II

September 5, 2017 – December 15, 2017

NURS 405 Inquiry-Based Learning Instructors:

Group 1: Donna MacDougall

Group 2: Nadine Rimmer

NURS 405 Fixed Resource Seminars/Lab Instructors:

Donna MacDougall/Crystal Rose

Lab Groups: Same groups as above – Group 1 is group X; Group 2 is group Y

Revised 2017/05

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NURSING 405: ACUTE CARE NURSING II COURSE OUTLINE

CALENDAR STATEMENT:

NURS 405 Acute Care Nursing II * 6 (fi 12) (either term, 2-4s-3).

A comprehensive approach to primary health care components in the care of clients in complex situations locally, nationally, and internationally. High acuity health assessments and interventions are introduced. Case management, interdisciplinary collaboration, community development, and sociopolitical action are emphasized.

Pre-requisites: 113, 114, 115, 116, 206, 207, 307, and 308

Co-requisite: NURS 406, 407.

COURSE HOURS:

Lecture: 26

Seminar: 52

Lab: 39

COURSE DESCRIPTION:

The goal of this course is to refine the development of a primary health care approach to comprehensive professional nursing practice. Complex health care situations involving individuals, families, groups, aggregates and communities will be the focus.

INSTRUCTOR INFORMATION

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OFFICE HOURS

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

LEARNING OUTCOMES:

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

Levels of independence:

With assistance: The student requires direction and information.

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

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

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

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

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

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

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

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

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

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

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

Learning Outcomes

Students are responsible to familiarize themselves with *Graduate Competencies and Year End Outcomes Collaborative BScN*. Particular attention must be paid to the competencies associated with NURS 405.

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

1. Demonstrate, with guidance, knowledge of primary health care and of its components in the context of clients with complex and ambiguous situations.
2. Discuss, with guidance, the roles and functions of registered nurses in providing client-centred care to clients (across the lifespan) with increasingly complex alterations in health

3. Demonstrate, with guidance, knowledge and understanding of the client as individuals, families, groups, aggregates, community and population.
4. Demonstrate knowledge of the importance of sociopolitical action and leadership in nursing.
5. Demonstrate, with guidance, knowledge and understanding of patient case management.
6. Demonstrate understanding of interdisciplinary/interprofessional collaboration.
7. Demonstrate, with independence and or minimal guidance, the processes of self-directed learning, critical thinking, and group process skills in utilizing context-based learning, in all learning activities.
8. Demonstrate an understanding of key patient safety concepts including communication, teamwork, environmental and human factors, safety risks and adverse events disclosure.
9. Integrate the knowledge generated from working through the course learning packages, and be able to apply this knowledge to other situations.
10. Integrate the knowledge and skills acquired in all learning environments and be able to apply them in other situations.

NURSING PROGRAM POLICIES

Please refer to the University of Alberta Calendar for Specific Nursing Program Policies.

Plagiarism Statement

Please note all students MUST complete the Plagiarism/Tutorial Certificate on Moodle and show completion to the instructor prior to submitting any written assignments. This section can be located on the left side of the page under the heading “student”, following login to Moodle.

Please note failure to show the instructor the certificate of completion could result in a late written assignment penalty as stated below. This tutorial is only required to be completed once while attending Keyano, unless the student has left a program and is returning to Keyano.

Late Assignments

All assignments are to be submitted as indicated in the syllabus and timetable. Extensions on assignments may be granted; however, must be negotiated with the Instructor prior to the due date and with a date specified for late submissions. Assignments not submitted on the day and time specified will incur a 5% deduction per day including weekends. This will be applied each day until the assignment is received by the instructor. Students can submit assignments by e-mail on weekends, but must provide a paper copy on the first day following the weekend.

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 2017-2018 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 (2008) 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).

SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE

Disability Support Services

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

REQUIRED LEARNING EXPERIENCES

Inquiry-Based Learning Seminars

Students will collaboratively work through six (6) Learning Packages using two seminar sessions for each Learning Package. Each **seminar** will be approximately three (3) hours. Learning packages to be covered in Nursing 405 are:

1. **Celine Turcotte**
2. **Janice Kay**
3. **Mikey**
4. **Trauma Scenario A or B**
5. **The Inmates**
6. **Home Care**

Fixed Resource Seminars/Labs

Students are expected to attend the Fixed Resource Seminars as scheduled throughout the course. Additional information relevant to the course or assignments will be presented. For

times refer to the Nursing 405 timetable. Please note that material covered in these seminars is testable material.

1. **Acid-Base Balance / ABGs**
2. **IV Medications**
3. **IV Initiation**
4. **Blood Administration**
5. **Ostomy Care**
6. **Nasogastric Tube Insertion & Care**
7. **Cardiac Monitoring/EKG Interpretation**
8. **Enteral Feedings/TPN**
9. **Central Lines (CVAD)**
10. **Chest Tube Care**
11. **Tracheostomy Care**
12. **Home Care**
13. **Central Nervous System/Increased Intracranial Pressure**

Lab Activities

Students will participate in the lab. The **lab** will be approximately three-hours. Moodle contains additional details for each lab, including preparation expected prior to attending. Students are expected to dress as indicated in the student handbook. The labs are:

1. **IV Medications**
2. **IV Initiation**
3. **Blood Administration**
4. **Ostomy Care**
5. **Nasogastric Tube Insertion & Care**
6. **Enteral Feedings/TPN**
7. **Central Lines (CVAD)**
8. **Chest Tube Care**
9. **Tracheostomy Care**

Regular lab attendance, preparedness, and participation in class discussions, along with adequate participation and contribution to group work are examples of the expected student behavior.

**ROLES AND EXPECTATIONS OF STUDENTS IN INQUIRY BASED LEARNING
SCENARIO AND LAB SETTINGS ARE FOUND IN APPENDIX A.**

Students will be awarded a grade of pass/fail based on the criteria identified in Appendix A. Instructors will meet with any student that is in danger of not achieving any of the criteria identified in Appendix A. A remedial plan will be initiated to facilitate student success. Students who are meeting the criteria will not be required to meet with their instructor.

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 labs or seminars.

OVERVIEW OF COURSE EVALUATION

Grading for all course evaluation methods will be based on the Four-Point Alpha Grading System (**Appendix D**).

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

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.

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 2017-2018 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.

PLEASE NOTE:

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

COURSE EVALUATION:

Scholarly Paper: Concept Analysis Paper - (30%)

Due: November 20, 2017 by 1200 hours

Preamble:

A concept analysis is an exercise designed to make the student as familiar as possible with a concept. A concept is usually one or two words that convey meaning, understanding, and feelings between or among individuals within a discipline. Some concepts relevant to nursing are caring, autonomy, critical thinking, hope, and coping. Concepts in nursing can be applied to clients, the nurse-client relationship, nursing practice, and the environments where nursing practice occurs. A concept analysis is the first step in communicating meanings, understandings, and feelings.

This assignment is intended to give students an opportunity to explore a particular nursing practice concept in more depth and consider how it may be applied to their future nursing practice.

Scholarly Paper

Select one of the nursing concepts listed below to explore in more depth (or consult with your instructor if you want to explore a concept not listed). Look for a measureable quality in your topic of interest. Review and synthesize the literature related to the chosen concept to address the questions in the guidelines below.

- What is the definition of the concept?
- Write down all of the words you can think of which relate to or express your concept.
- Look up the concept in an unabridged dictionary and list the definitions you feel most closely describe your thoughts or feelings on the concept.
- Search the literature for journal articles and books related to the concept to get a sense of the beliefs and thoughts of others in the discipline regarding the concept.
- What does the research/literature say about this concept?
- Is there agreement among authors about a definition?
- Begin the analysis paper with a short introductory paragraph expressing what the concept is and why is it significant to you and nursing.
- Develop your own definition of the concept which dictionary definitions and literature support including criteria for measurement of your concept in the real world.
- Formulate a list of characteristics or criteria that describe the concept in measureable terms so the concept can be measured in the empirical world.
- Are there related concepts? What are they?
- How is this concept related to health and/or illness?
- How will your new knowledge/understanding of the concept impact your future nursing care?

The format for this paper must follow APA standards. The length of this paper is to be a maximum of 6 pages excluding the title and reference page. The paper will be evaluated based upon the Scholarly Paper Marking Guide (see **Appendix B**).

Nursing Concepts:

Caring	Clinical reasoning	Critical thinking
Nursing process	Control/Power	Autonomy
Ethical Practice	Political Action	Clinical competence

Resources:

- Articles or texts related to “concept analysis” and “review of the literature” may be especially helpful to begin this assignment.
- Some of these articles may be older than the usual recommended 5 year limit for currency and may be considered acceptable.
- Ensure journal articles are from nursing journals.

The following texts may be helpful:

Chinn, P.L. & Kramer, M. K. (2008). *Integrated theory and knowledge development in nursing*, (7th ed.). St. Louis, MO: Mosby

Hood, L. J., Leddy, S., & Pepper, J. M. (2006). *Leddy & Pepper’s conceptual bases of professional nursing*, (6th ed.). Philadelphia: Lippincott Williams & Wilkins.

Parker, M. E. (1993). *Patterns of nursing theories in practice*. New York, NY: Jones & Bartlett Learning.

Roy, C. & Jones, D. A. (2007). *Nursing knowledge development and clinical practice*. New York, NY: Springer. (Available as an e-book through the library)

Walker, L.O., & Avant, K.C. (2005). *Strategies for theory construction in nursing*, (4th ed.). Prentice Hall.

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

Quizzes: - (30%)

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

Final Exam: - (40%)

Wednesday, December 13, 2017 (0900 – 1130hrs)

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

REQUIRED TEXTS

All texts bought in Year 1, 2 and 3 of the Program will be utilized in Nursing 405.

RECOMMENDED TEXTS - (On reserve in the library)

Ellis, J.R., & Hartley, C.L. (2008) *Managing and coordinating nursing care* (5th ed.) Philadelphia, PA: Lippincott Williams & Wilkins.

Stewart, M.J. (2000) *Community nursing: Promoting Canadian's health* (2nd ed.) Toronto, ON: W.B.Saunders Canada.

Vollman, A.R., Anderson, E.T., & McFarlane, J. (2011) *Canadian community as partner: Theory and multidisciplinary practice* (3rd ed.) Philadelphia, PA: Lippincott

Wright, L.M., & Leahey, M. (2009) *Nurses and families: A guide to family assessment and intervention* (5th ed.) Philadelphia, PA: F.A. Davis

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 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.

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.

Student Role in Lab Setting

In the lab setting, students continue to take an active, independent approach to their learning.

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 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 th 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 th 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 th 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 th 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 th 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 th 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 th 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 th 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 th 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 th 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 th edition. Paper is plagiarized or not handed in.

Competency Levels and Year End Outcomes
Bloom's Revised Taxonomy

<i>Scholarly Writing Year End Outcome: Demonstrates understanding of content through scholarly writing across the curriculum.</i>		
Year	Year End Outcome	Bloom's Revised Taxonomy
One	With minimal assistance, uses scholarly writing skills to understand and provide written descriptions of knowledge from nursing and other related disciplines.	<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 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"> • Explores the interrelatedness of the components of the concept/issue. • Discusses the theoretical foundation of the concept/issue.
Four	Independently uses scholarly writing skills to critically evaluate knowledge from nursing and related disciplines.	<p>Evaluate</p> <ul style="list-style-type: none"> • Critiques the evidence relative to the concept/issue. • Describes gaps/ inconsistencies in the evidence. • Compares the perspective of theorists from nursing and related disciplines. Create • Presents a convincing argument for the importance of the concept/topic to client care and nursing practice. • Draws conclusions about the concept/issue and its potential to shape the profession of nursing.

Assumption

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

References

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

APPENDIX C

Expectations of Students Writing On-Line Exams

1. Students are responsible for accessing the exam from a location and computer of their choice. The student is responsible for discussing any computer/internet issues with the Instructor at least two days prior to the exam date listed on the course timetable.
2. Quizzes and exams are not open book exams. The quiz or exam is to have been studied for prior to the quiz/exam date and is to be completed independently; that is by oneself, not in collaboration with or company of another person or persons. No photos of quiz/exam questions are to be taken via phones.
3. Once the quiz/exam has started, the student will submit their answers immediately before going on to the next question. The student will not be able review/change answers.
4. Students must ensure they have a reliable internet connection.
5. If students are writing from outside Fort McMurray or in another province, it is the students' responsibility to ensure the time change is adhered to. That is if the exam is to start at 0900 hours Alberta time and is being written in Ontario, then the time to begin the exam is at 1100 hours Ontario time. It is **strongly recommended** that students write within Alberta as Moodle may not be supported outside of the province. Students must seek permission from instructor if writing a quiz/exam outside of the province.
6. Time for online quizzes/exams will be strictly adhered to. For example, if a quiz is for thirty minutes it will be open for exactly thirty minutes. The instructor will let the student know the exact time of the quiz/exam. Fourth year students will have access to the NCLEX prep exam for 60-90 minutes after the exam closes in order for review of rationale to occur for questions they answered incorrectly.
7. No grades will be released until the instructor has had time to review the quiz/exam stats. Once the review has been done, the marks will be released. Review of quiz/exam questions in class will be done at the instructors' discretion.
8. If any issue arises during the taking of the quiz/exam, the student is to contact the instructor immediately at the time of the issue.
9. It is the responsibility of each student to be familiar with the contents of the Student Code of Conduct. At the beginning of January 2016, 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 2017, all new students plus students moving from third to fourth year will be mandated to sign the above form(s).

APPENDIX D

Keyano College Percentage – Alpha Grading System

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

