



**UNIVERSITY OF ALBERTA**

**COLLABORATIVE BACCALAUREATE NURSING PROGRAM:**

**KEYANO COLLEGE**

**NURSING Theory I**

**NURSING 114**

**September 1,2015 to December 14,2015**

**Instructors:**

**Groups C & D - Cynthia Fitzpatrick RN BScN**

**Groups A & B - Madge Applin RN BN**

## **NURSING 114**

### **NURSING Theory I**

#### **Course Outline**

#### **CALENDAR STATEMENT**

Focus is on basic concepts of the nursing profession and discipline: nursing, person, health and environment. These concepts will be explored within the context of primary health care and changing perspectives of health and how this evolution has impacted the development of the profession of nursing. The philosophical, theoretical, historical, ethical and legal underpinnings of professional nursing practice will be examined.

Nursing 114 - Introduction to Nursing Theory\*6 (fi 12) (3-3s-2) in 15 weeks.

**COURSE HOURS** Lecture: 39 Seminar: 39 Lab: 26

#### **COURSE DESCRIPTION**

This course provides an introduction to the basic concepts of the nursing profession and discipline, as well as nursing practice and nurses' roles in the current health care system. These concepts will be explored within the context of primary health care and changing perspectives of health and how this evolution has impacted the development of the profession of nursing. The philosophical, theoretical, historical, ethical and legal underpinnings of professional nursing practice will be examined. In this course, relevant topics include health promotion, health determinants and evidence informed practice. Students will also be introduced to context based learning (CBL). This course will be facilitated using a variety of teaching/learning methodologies including lecture, discussion, group work and laboratory practice.

## Student Evaluation

### Overarching statements

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 Nursing 114. Students must regularly refer to the document entitled NEPAB's Condensed Version of the College and Association of Registered Nurses of Alberta (CARNA) Entry-to-Practice Competencies for the Registered Nurses Profession (2015-2016).

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

- CARNA's Entry-to-Practice Competencies for the Registered Nurses' Profession (2015);
- CARNA Practice Standards for Regulated Members (2013);
- Canadian Nurses Association (CNA) Code of Ethics for Registered Nurses (2008);
- Keyano College Student Code of Conduct.

### Levels of Independence

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

- |                                 |   |
|---------------------------------|---|
| <b>With assistance:</b>         | The student requires direction and information.   |
| <b>With minimal assistance:</b> | The student requires <i>occasional</i> direction and information.   |
| <b>With guidance:</b>           | The student requires clarification, prompting and confirmation.   |
| <b>With minimal guidance:</b>   | The student requires <i>occasional</i> clarification, prompting and confirmation.                                 |
| <b>Independently:</b>           | The student works mostly on his or her own and seeks information, clarification, and consultation as appropriate. |
| <b>Direction:</b>               | Tutor tells student what to do and steps to take.   |
| <b>Information:</b>             | Tutor tells student specifics about a concept, topic.   |

<b>Clarification:</b>	Tutor, through questioning and feedback, assists the student to state her/his information in a different and clearer way, often with more details. Student asks questions to increase her/his understanding. Questions asked demonstrate a sound knowledge base.
<b>Prompting:</b>	Instructor provides student with a cue that the 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 to the level of understanding.
<b>Confirmation:</b>	Instructor provides positive feedback for correct information and direction provided by the student.
<b>Consultation:</b>	Student provides tutor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.
<b>Occasional:</b>	Instructor provides the student with occasional input.

## LEARNING OUTCOMES

At the completion of N114, the student will be able to:

1. describe, understand and articulate an understanding of theory related to key patient safety concepts including communication, teamwork, environmental and human factors, safety risks and adverse events disclosure.
2. describe, understand and articulate an understanding of theory related to patient centered care and interdisciplinary practice.
3. describe and discuss nursing as a profession and discipline and be able to identify key nursing roles in the current Canadian health care system.
4. demonstrate professional communication in all learning environments.
5. demonstrate an understanding of the processes of self-directed learning, critical thinking, and group process skills related to context-based learning in all learning

activities.

6. identify the primary goals and activities of professional nursing organizations at provincial, national and international levels.
7. demonstrate an introductory level of understanding related to global citizenship, health equity and social justice as it applies to nursing practice.
8. integrate knowledge generated from course scenarios, labs, and fixed resources and apply this knowledge to introductory nursing situations.
9. demonstrate understanding of the nursing process and apply the nursing process to specific client related situations.
10. demonstrate communication, teaching and learning principles while working with adults.
11. identify nursing's meta-paradigm and concepts using a nursing model as an example.
12. describe an introductory understanding of key documents relevant to nurses in Alberta and Canada (Nursing Practice Standards, Entry to Practice Competencies, CNA Code of Ethics and Professional Boundaries for Registered Nurses).
13. demonstrate knowledge of the determinants of health, primary health care, health promotion, and disease prevention in relation to nursing practice.
14. demonstrate knowledge about the history of nursing and the changing roles of nurses.

## REQUIRED TEXTBOOKS

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Balzer Riley, J. (2013). *Communication in nursing* (7th ed.). St. Louis, Missouri: Elsevier Mosby.
- Hannon, R., Pooler, C., Porth, C.M., & Matfin, G. (2010). *Porth pathophysiology: Concepts of altered health states*. (1<sup>st</sup> Canadian ed.). St. Louis, Missouri: Elsevier Mosby.
- Jarvis, C., Browne, A. J., Jenkins-MacDonald, J. & Luctkar-Flude, M. (2014). *Jarvis physical examination & health assessment* (2<sup>nd</sup> Canadian ed.) Toronto, ON: Elsevier Canada.
- Johnson, B. M., & Webber, P.B. (2015). *An introduction to theory and reasoning in nursing*. (4th ed.). Philadelphia: Lippincott Williams & Wilkins.
- Murray, R.B., Zentner, J.P., Pangman, V., & Pangman, C. (2009). *Health promotion strategies through the lifespan*. (2<sup>nd</sup> Canadian ed.). Toronto: Pearson Prentice Hall.
- Paul, P., Day, R., & Williams. B. (2015). *Brunner & Suddarth's textbook of Canadian medical-surgical nursing* (3rd ed.). Philadelphia: Lippincott Williams & Wilkins.
- Paul, R., & Elder, L. (2008). *The miniature guide to critical thinking: Concepts & tools* (4th ed.). Dillon Beach, CA: The Foundation for Critical Thinking.
- Perry, A.G., Potter, P.A., & Ostendorf, W.R. (2014). *Clinical nursing skills and techniques*. (8<sup>th</sup> ed.). St. Louis, Missouri: Elsevier Mosby.
- Predham, B., & Buchholz, S. (2012). *Henke's Med-Math*. (1<sup>st</sup> Canadian ed.). Philadelphia: Lippincott, Williams & Wilkins.
- Ross-Kerr, J. C., Wood, M.J., A., Astle, B.J. & Duggleby, W. (Eds.). (2014). *Potter and Perry Canadian fundamentals of nursing* (5th ed.). Toronto: Elsevier.
- Sparks Ralph, S., R., & Taylor, S. (2014). *Nursing diagnosis reference manual*. (9<sup>th</sup> ed.). Philadelphia: Lippincott, Williams & Wilkins.

## TEXTBOOKS ON RESERVE

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

Wright, L.M. & Leahey, M. (2009). *Nurses and families: A guide to family assessment and interventions* (5th ed.). Philadelphia: Lippincott, Williams & Wilkins.

## Professional Resources

Alberta Health Services. (2010). *Code of conduct*. Edmonton, Alberta: Author. Retrieved from <http://www.albertahealthservices.ca/pub-code-of-conduct.pdf>

College and Association of Registered Nurses of Alberta. (2013). *Entry-to-practice competencies for the registered nurses profession*. Edmonton, AB: Author. Retrieved from <https://www.nurses.ab.ca/Carna-Admin/Uploads/Entry-to-Practice%20Competencies.pdf>

College and Association of Registered Nurses of Alberta. (2008a). *Primary health care*. Edmonton, AB: Author. Retrieved from [http://www.nurses.ab.ca/Carna-Admin/Uploads/primary\\_health\\_care\\_2008.pdf](http://www.nurses.ab.ca/Carna-Admin/Uploads/primary_health_care_2008.pdf)

College and Association of Registered Nurses of Alberta. (2013). *Nursing practice standards with The Canadian Nurses Association code of ethics for registered nurses*. Edmonton: Author. Retrieved from [http://www.nurses.ab.ca/Carna-Admin/Uploads/new\\_nps\\_with\\_ethics.pdf](http://www.nurses.ab.ca/Carna-Admin/Uploads/new_nps_with_ethics.pdf)

College and Association of Registered Nurses of Alberta (2010). *Ethical decision-making for registered nurses in Alberta: Guidelines and recommendations*. Edmonton: Author. Retrieved from [http://www.nurses.ab.ca/Carna-Admin/Uploads/Ethical\\_Decision\\_Making\\_for\\_RNs.pdf](http://www.nurses.ab.ca/Carna-Admin/Uploads/Ethical_Decision_Making_for_RNs.pdf)

College and Association of Registered Nurses of Alberta. (2011). *Professional boundaries for registered nurses: Guidelines for the nurse-client relationship*. Edmonton, AB: Author. Retrieved from [http://www.nurses.ab.ca/Carna-Admin/Uploads/professional\\_boundaries\\_May\\_%202011.pdf](http://www.nurses.ab.ca/Carna-Admin/Uploads/professional_boundaries_May_%202011.pdf)

## REQUIRED LEARNING EXPERIENCES

**Lecture-Fixed Resources (FRS):** Students will work with the instructor and guest speakers in class to acquire the necessary knowledge to meet the course objectives. The N114 Timetable will be posted on Moodle detailing the topics, dates, times and locations of all lectures. Students are expected to attend all lectures in the section in which they are registered.

**Context Based Learning (CBL) Tutorials (seminars):** Students will be engaged in a variety of activities related to the course objectives and work through four scenarios. Details related to tutorial seminars will be presented at course orientation. Students are expected to attend all tutorial seminars in the section in which they are registered.

**NOTE:** Students are expected to be present and contribute during both small and large group tutorial seminar sessions. Attendance is compulsory at all scheduled sessions. Any absence must be communicated to the tutor prior to the scheduled seminar in a manner identified by the instructor. Unexplained absences demonstrate unprofessional behavior and will be documented. A midterm evaluation will be completed on any student whose performance requires improvement or is considered unsatisfactory and a remedial action plan will be established collaboratively by the tutor and student.

**The CBL Learning Packages** include the following scenarios:

Ashlyn

Canadian Nursing Practice

Clarence and Jenny

Toddler Safety

**Laboratory Experiences:** Lab learning experiences are designed to provide tutor facilitated learning experiences to help students become competent and confident in nursing psychomotor skills. Competence in performing psychomotor skills is essential in order to provide safe, competent care to patients and families in the clinical setting. Laboratory learning experiences are **required** for students to develop nursing skills, integrate theory, pose questions, and practice psychomotor skills within a supportive learning environment prior to working with patients/clients/families.

CBL principles are maintained in the lab setting. **Attendance at assigned lab section is required.** Preparation prior to each lab session is expected by completing assigned

readings, assignments, and viewing relevant audiovisual resources. Students are expected to practice the skills taught in the labs outside of scheduled lab time at home or by arranging additional time in the lab when it is available. Students are responsible for making up a missed lab and can arrange this in consultation with the course instructor. The grading method for lab evaluations will be pass/fail.

**Lab Examinations:** This course does not have a separate written lab examination. This content is included in the overall course midterm and final examinations.

**Laboratory Assessment Guide (LAG):** Evaluation of lab learning experiences will be completed at the end of the semester using the LAG. Please refer to the lab guides posted on Moodle for specific information regarding lab sessions and evaluation (**Appendix D**).

**Medication Administration Safety Screen (MASS):** Students will write a mandatory Medication Administration Safety Screen (MASS) Exam. The exam will include twenty course-appropriate levels of application questions related to dosage calculations and medication administration principles. The MASS is a practice exam. The mark obtained on this exam is NOT calculated as part of the overall course mark.

Although the MASS is not awarded a mark, completion and submission of proficiency tests for Chapters 1, 2, 3, 4, 5, and 6 in Henke's Med Math is compulsory. Students must complete and submit all Proficiency Tests for the above chapters 24 hours prior to the MASS Exam.

The purpose of the MASS is to ensure that students have the basic knowledge of medication administration principles, including calculation skills. This examination will provide an opportunity for students to demonstrate proficiency in calculating accurate medication dosage. Students may use a basic calculator in the exam.

Predham, B, & Buchholz, S. (2010). *Henke's med math* (1<sup>st</sup> ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

**NOTE:**

Students must complete all assigned readings and relevant preparation prior to Lectures (fixed resources), tutorial (seminars) and laboratory sessions.

## **INSTRUCTOR CONTACT INFORMATION**

Madge Applin RN BN

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Cynthia Fitzpatrick RN BScN

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## **OFFICE HOURS**

Instructors will be available for student consultation during scheduled office hours or by appointment. Office hours will be posted in Moodle in the Course Timetable.

## **NURSING PROGRAM POLICIES**

Please refer to Keyano College Nursing Program Student Handbook for Specific Nursing Program policies and to Keyano College Calendar for general College policies.

## **Examinations**

All exams will be completed electronically through Moodle, Keyano College's Learning Management System. Examinations begin and end at the scheduled time. Students who arrive late will not be allowed to write the examination if any student has already completed the exam and left the room. Students will not be allowed to leave the classroom during the writing of exams without the permission of the instructor. Students are required to leave all belongings and materials in their lockers. Any items brought to the classroom must be left at the back of the classroom. Food or drink is not permitted in the classroom during exams.

## **SPECIALIZED SUPPORTS AND DUTY TO ACCOMMODATE**

### **Counselling and Disability Services**

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 Counselling and Disability Services Office 780-791-8934 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. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

## **POLICY STATEMENTS**

The course outline acts as an agreement between the student and the instructor regarding the details of the course. Keyano College is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with the standards regarding academic honesty and to uphold the policies of the College in this respect. Students are urged to familiarize themselves with the provisions of the Student Code of Conduct and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

## **COMMUNICATION**

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

The use of social networking services, such as but not limited to, Facebook, MySpace, blogs and wikis, are subject to the professional and ethical responsibilities outlined in the Canadian Nurses Association (2008) Code of Ethics for Registered Nurses, Part I Nursing Values and Ethical Responsibilities, Section E - Maintaining Privacy and Confidentiality and the Keyano College Student Code of Conduct.

## **ABSENCE FROM QUIZZES AND EXAMS**

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

Administrative Assistant at 780-791-4889. If there is no answer, you must leave a message about the absence. Failure to call prior to the exam will result in a failure for that exam.

### **LATE ASSIGNMENTS' POLICY**

All assignments are to be passed in at the time and place they are due. Please see the N114 Timetable in Moodle for due dates. Extensions on assignments may be granted and 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 tutor. Students can submit assignments by e-mail on weekends, but must provide a paper copy on the first day following the weekend.

### **CONTEXT BASED LEARNING SEMINARS**

Please refer to the N114 Timetable in Moodle for the times and rooms numbers for CBL classes. Nursing 114 CBL Seminars will take place in small groups with an instructor. Each group, with the assistance of the instructor, will explore a series of four Learning Packages.

Content from nursing, the physical sciences, medical sciences, social sciences, and humanities will be introduced and integrated throughout each Learning Package. There are four groups, Group A, B, C and D. Students will be assigned to one of these groups. See **Appendix A** for Student and Tutor Roles in CBL.

Nursing 114 contains eight labs. Please refer to the N114 Timetable for times and room number for labs. **All students are expected to come to the labs with all assigned readings and pre-lab activities completed.**

Nursing 114 Labs are:

1. Patient Safety in Nursing Practice: Infection Prevention & Control
2. Patient Safety in Nursing Practice: The Therapeutic Relationship
3. Patient Safety in Nursing Practice: Documentation and Reporting
4. Patient Safety in Nursing Practice: Safe Patient Handling and Transfer
5. Patient Safety in Nursing Practice: Group Functioning
6. Patient Safety in Nursing Practice: Comfort and Hygiene
7. Patient Safety in Nursing Practice: Nutrition and Oral Feeding
8. Patient Safety in Nursing Practice: Teaching and Learning

## COURSE EVALUATION

**Please Note:** In order to successfully complete this course all evaluation components must be completed and submitted.

**Grading for all evaluation components will be based on the percentage marking system.**

### Course Evaluation Process

Assignments/Exams/Paper	Value	Due Date or Writing Date
Midterm Examination	35%	Refer to Timetable
Scholarly Writing Assignment	20%	Refer to Timetable
Final Written Examination	45%	Refer to Timetable
Laboratory Assessment Guide (LAG)	P/F	Refer to Timetable
Medication Administration Safety Screen (MASS)	Practice Only	Refer to Timetable
Total	100%	

### Passing Requirements

1. Complete all assignments and evaluation components and achieve a minimum cumulative grade of 60% (C-).
2. Achieve a passing grade on the LAG.
3. Be present and contribute during both small and large group sessions.
4. Attend all required learning experiences including lectures, tutorials and labs. Any absence from lecture, tutorial or lab experiences must be reported to the instructor **prior to** the session. Unexplained absences demonstrate unprofessional behavior and will be documented and reflected in grading.

## COURSE EVALUATION DESCRIPTIONS

1. **Midterm Examination (35%)** The midterm exam will consist of 50 multiple choice questions. Questions will be based on lectures, tutorial seminars, and labs.
2. **Scholarly Writing Assignment (20%)** Specific information/guidelines about the topic and format for the paper will be discussed during week 2 of the course. Papers will be marked by seminar instructor.
3. **Final Examination (45%)** The final exam will consist of 100 multiple choice questions. This exam will cover material from the entire course.
4. **Medication Administration Safety Screen (For Practice Purposes Only).**

Students will write a Medication Administration Safety Screen (MASS) practice exam. **This will not be included in overall marks.**

5. **Laboratory Assessment Guide (LAG)(P/F)** Performance in lab will be evaluated by the lab tutor after completion of all lab experiences using the LAG found in **Appendix D**. A minimum mark of 80% is required in order to pass the lab component of N114. To successfully PASS Nursing 114 - students **MUST** receive a passing grade on the LAG. Students who do not pass the LAG on the first attempt must undertake additional preparation before a second attempt. **Students will only be allowed two attempts to receive a passing grade on the LAG.** Students who do not successfully complete the Lab Evaluation after 2 attempts will receive a failing grade of D in Nurs 114.

## ASSIGNMENT OF FINAL GRADE

All evaluative components 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 percent grade is converted to an Alpha grade as outlined in **Appendix B**.

## SCHOLARLY PAPER ASSIGNMENT

The intent of this scholarly paper is to enhance your understanding of nursing as a discipline and profession. The following elements must be addressed:

1. Historical overview of nursing in Canada
2. Societal factors that have shaped nursing in Canada
3. Nursing in Canada today and tomorrow
4. Nursing as a discipline and profession

The scholarly paper will integrate information from the research-based literature (i.e., journals) and non-research based literature. References from textbooks and organizations will be minimally used. It is expected that a minimum of 5 references will be used with at least 3 of the references from peer reviewed nursing journals. The journal articles must be submitted with the paper. The paper must **adhere to APA format**, and be 5 to 7 pages in length, excluding title and reference pages. An abstract is not required. Please use material found in the "How to Write a Paper" document that is accessible on Moodle. Papers are to be stapled and handed in using the envelopes provided during orientation. The paper will be graded using the Paper Marking Guide in **Appendix C**.

## STUDENT CODE OF CONDUCT

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

## Appendix A

### CONTEXT BASED LEARNING (CBL) SEMINAR STUDENT AND TUTOR ROLES

#### 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 a 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 students 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 seminar 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 behaviors 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. In order to facilitate their learning through group process work, students share equally in group roles and responsibilities that typically include:**
  - 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. In following through with the analysis and decision-making process associated with CBL situations, students specifically:**
  - a. identify learning issues within a given situation.
  - b. determine group member assignments needed for pursuing the learning issues.
  - c. individually or collectively complete assignments as planned by group.
  - d. share what has been learned, interpreted and synthesized with entire group.
  - e. participate in the end-of-session review of each CBL situation.
  - f. encourage and support participation of other group members during group sessions
  - g. appraise credibility of information shared in group sessions according to sources utilized and cited by group members.
  - h. provide feedback about individual and collective group member performance to group as a whole.
  - i. be open to receiving feedback about own performance and contribution to group process

from fellow group members.

5. **Students demonstrate respect and responsibility for the resources utilized in pursuing learning issues both in relation to their own needs as well as the needs of other students by:**
  - a. taking only the resources and materials that are necessary for learning issue being pursued.
  - b. returning resources and materials promptly when finished using them.

Developed by J. Bowman in  
collaboration with U of A Tutors  
August 27<sup>th</sup>, 1997

## EXPECTATIONS FOR FACULTY AND STUDENTS IN CBL LABS

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### 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
3. encouraging the students to seek resources that support the development of their skills
4. acting as a role model in skill development
5. evaluating students' abilities to perform skills
6. supporting the ongoing development of constructive group dynamics
7. respecting the individual learning styles and needs of the students
8. creating and fostering a climate of trust
9. 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 **Criteria for Evaluation of Student Behaviors in CBL/Lab** 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 27<sup>th</sup>, 1997  
Revised May 1999

## APPENDIX B

### COLLABORATIVE BACCALAUREATE NURSING PROGRAM KEYANO COLLEGE MARKING SYSTEM

#### Keyano College Percentage - Alpha Grading System

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

## APPENDIX C

### 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"> <li>• Topic</li> <li>• Scope</li> </ul> <p>Problem statement</p> <ul style="list-style-type: none"> <li>• Explains topic</li> <li>• Identifies relevance to nursing practice</li> </ul> <p>Review of literature</p> <ul style="list-style-type: none"> <li>• Literature search strategy</li> <li>• Articles submitted</li> </ul> <p>Discussion</p> <ul style="list-style-type: none"> <li>• Includes own perspective</li> </ul> <p>Implications for nursing practice</p> <ul style="list-style-type: none"> <li>• Identifies future directions</li> </ul> <p>Recommendations</p> <ul style="list-style-type: none"> <li>• Flows from discussion</li> </ul> <p>Conclusion</p> <ul style="list-style-type: none"> <li>• Summarizes paper</li> </ul> <p>Headings</p> <ul style="list-style-type: none"> <li>• Levels appropriate</li> </ul> <p>Length</p> <ul style="list-style-type: none"> <li>• Meets requirements</li> </ul>		

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

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

**Final Mark:** \_\_\_\_\_

**Tutor Comments:**

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## 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 <b>understand</b> and provide written descriptions of knowledge from nursing and other related disciplines.	<p><b>Remember</b></p> <ul style="list-style-type: none"> <li>• Identifies relevant prior knowledge from nursing and related disciplines.</li> <li>• Identifies new knowledge about the concept/issue from nursing and related disciplines.</li> </ul> <p><b>Understand</b></p> <ul style="list-style-type: none"> <li>• Identifies the components of the concept/issue.</li> <li>• Summarizes knowledge from the selected literature.</li> <li>• Explains the relevance of the concept/topic to nursing practice.</li> </ul>
Two	With guidance uses scholarly skills to <b>apply</b> knowledge derived from nursing and related disciplines.	<p><b>Apply</b></p> <ul style="list-style-type: none"> <li>• Explains how the concept/issue is applicable in nursing practice.</li> <li>• Demonstrates, with supporting exemplars, the application of the concept/issue in a specific nursing practice situation.</li> </ul>
Three	With guidance uses scholarly writing skills to <b>analyze</b> and synthesize knowledge from nursing and other related disciplines.	<p><b>Analyze</b></p> <ul style="list-style-type: none"> <li>• Explores the interrelatedness of the components of the concept/issue.</li> <li>• Discusses the theoretical foundation of the concept/issue.</li> </ul>
Four	With guidance uses scholarly writing skills to <b>critically evaluate</b> knowledge from nursing and related disciplines.	<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Critiques the evidence relative to the concept/issue.</li> <li>• Describes gaps/ inconsistencies in the evidence.</li> </ul>

		<ul style="list-style-type: none"><li>• Compares the perspective of theorists from nursing and related disciplines.</li></ul> <p><b>Create</b></p> <ul style="list-style-type: none"><li>• Presents a convincing argument for the importance of the concept/topic to client care and nursing practice.</li><li>• Draws conclusions about the concept/issue and its potential to shape the profession of nursing.</li></ul>
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## APPENDIX D

### N114 Lab Assessment Guide

Student Name:	Course Name/Number:
Date:	Score: /100

<b>Preparation and Participation</b>	<b>/20</b>
a. Consistently prepared and participated at expected level.....	20
b. Required guidance to participate at expected level.....	15
c. Not prepared for lab learning experiences more than once .....	10
d. Ineffective participation in lab learning experiences.....	0

<b>Professional Conduct</b>	<b>/15</b>
a. Consistently demonstrated professionalism.....	15
b. Requires guidance in demonstrating professional communication .....	10
c. Consistently lacked professionalism .....	0

<b>Professional Responsibility</b>	<b>/25</b>
a. Attended all labs or absent only due to extenuating reason .....	25
b. Absent once without extenuating reason .....	20
c. Late on two or more occasions without extenuating reason .....	15
d. Absent more than once without extenuating reason .....	0

<b>Psychomotor Skill Proficiency</b>	<b>/40</b>
a. Demonstrated expected proficiency level independently .....	40
b. Demonstrated expected proficiency with guidance .....	30
c. Demonstrated expected proficiency with minimal assistance .....	20
d. Demonstrated expected proficiency level with assistance .....	10
e. Consistently demonstrated less than expected proficiency level .....	0

**Comments:**

**Student Signature:** \_\_\_\_\_ **Tutor Signature:** \_\_\_\_\_



(N114)  
(Nursing Theory I)

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

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*Instructor Name*, Instructor

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*Instructor Name*, Instructor

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Bev Maron, Chair

Date Authorized

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Dr Vincella Thompson, Dean

Date Authorized