UNIVERSITY OF ALBERTA

COLLABORATIVE BACCALAUREATE NURSING PROGRAM:

KEYANO COLLEGE

NURSING Theory I

NURSING 114

September 6, 2016 to December 15, 2016

Instructors:

Groups A & B – Doris Roth
Groups C & D – Cynthia Fitzpatrick

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 a l s o 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) 2016-2017*. 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 (2016-2017).

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

- CARNA's Entry-to-Practice Competencies for the Registered Nurses' Profession (2016);
- CARNA Practice Standards for Regulated Members (2013);
- Canadian Nurses Association (CNA) Code of Ethics for Registered Nurses (2008);
- Keyano College Student Code of Conduct.

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 learning packages, labs, and lectures 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.* (1st Canadian ed.). St. Louis, Missouri: Elsevier Mosby.

Jarvis, C., Browne, A. J., Jenkins-MacDonald, J. & Luctkar-Flude, M. (2014*). Jarvis physical examination & health assessment (* 2nd 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.* (2nd 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.* (8th ed.). St. Louis, Missouri: Elsevier Mosby.

Predham, B., & Buchholz, S. (2012). *Henke's Med-Math.* (1st 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.* (9th 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

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

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

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

REQUIRED LEARNING EXPERIENCES

Lectures: 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**) **Sessions:** Students will be engaged in a variety of activities related to the course objectives and work through four learning packages. Details related to CBL will be presented at course orientation. Students are expected to attend all tutorial seminars in the section in which they are registered**.**

NOTE: Students will be awarded a grade of pass/fail based on the criteria identified in Appendix A and Appendix E. Instructors will meet with any student that is in danger of not achieving any of the criteria identified in the Appendices. 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.

The CBL Learning Packages include the following:

Michelle

Canadian Nursing Practice

Clarence and Jenny

Toddler Safety

Laboratory Experiences: Lab learning experiences are designed to provide instructor 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* (1st ed.). Philadelphia, PA: Lippincott
Williams & Wilkins.

 NOTE:

 Students must complete all assigned readings and relevant preparation <u>prior</u> to
 lectures, CBL and laboratory sessions.

INSTRUCTOR CONTACT INFORMATION

Cynthia Fitzpatrick

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E-mail: cynthia.fitzpatrick@keyano.ca

Doris Roth

Phone: 780-791-89119   (w)

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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 (located on the 2nd floor in CC260). 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 SESSIONS

Please refer to the N114 Timetable in Moodle for the times and rooms numbers for CBL classes. Nursing 114 CBL sessions 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 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: Bed-making
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
Lecture/CBL Sessions	P/F	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 Lecture/CBL Assessment Guide.

3. Achieve a passing grade on the LAG.

4. Be present and contribute during both small and large group sessions.

5. 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 may contribute to an unsatisfactory evaluation.

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.**

6. **Lecture/CBL Assessment Guide (P/F)** Performance in lecture/CBL sessions will be evaluated by the instructor after completion of all learning experiences using the assessment guide found in **Appendix E.** A minimum mark of 80% is require in order to pass the lecture/CBL component of N114. To successfully PASS Nursing 114 – students MUST receive a passing grade on the lecture/CBL assessment guide.

7. **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 F.** A minimum mark of 80% is require 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 C.**

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. 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 D.**

PLAGIARISM

All students must complete the Plagiarism/Tutorial Certificate found on Moodle. To locate this information, sign into Moodle and on the left side of the page under student the tutorial can be located.

Expectations:

1. The certificate must be shown to the instructor prior to submitting any written assignment. Failure to show the instructor the certificate of completion could result in a late written assignment penalty.

2. If you have completed this tutorial in a University Studies course you can show your instructor the certificate. The tutorial is required to be completed only once during your time at Keyano unless you have left the program and returned.

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.

<div align="center">

APPENDIX A

CONTEXT BASED LEARNING (CBL)
STUDENT ROLE

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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.

4.   **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 27th, 1997

APPENDIX B

EXPECTATIONS FOR STUDENTS IN CBL LABS

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 27th, 1997
Revised May 1999

APPENDIX C

COLLABORATIVE BACCALAUREATE NURSING PROGRAM
KEYANO COLLEGE MARKING SYSTEM

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

APPENDIX D

Scholarly Paper Marking Guide

<table>
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COLLABORATIVE BACCALAUREATE NURSING PROGRAM
KEYANO COLLEGE – JUNIOR MARKING GUIDE</td></tr>
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The following marking system utilizes the letter grade and numerical system for the evaluation of Junior level students (Years 1 and 2):

Grade	Status	Criteria
96-100	Outstanding	Outstanding integration of research and non-research-based literature in demonstrating, understanding and application of ideas. Accurately interprets and explains evidence to support conclusions. Creativity and extraordinary writing ability demonstrated. Paper has a solid structure that is concise, logical, and very well organized. Format requirements are met, as per APA 6th edition with minimal grammatical and spelling revisions.
90-95	Excellent	Excellent integration of research and non-research-based literature in demonstrating, understanding and application of ideas. Generally interprets and explains evidence to support conclusions. Excellence demonstrated in executing and implementing ideas throughout. Creativity and excellent writing ability demonstrated. A concise, logical, well-organized assignment. Format requirements are met, as per APA 6th edition with minimal grammatical and spelling revisions.
85-89	Very Good	Very good integration of research and non-research-based literature in demonstrating, understanding and application of ideas. Adequately interprets and explains evidence to support conclusions. Some creativity demonstrated. A concise, logical, well-organized assignment. Format requirements are met, as per APA 6th edition with minimal grammatical and spelling revisions.
80-84	Very Good	Very good attempt to integrate research and non-research-based literature in demonstrating, understanding and application of ideas. Attempts to interpret and explain evidence to support conclusions. A concise, logical, well-organized assignment. Format requirements are met, as per APA 6th edition with a few grammatical and spelling revisions.
76-79	Good	A good attempt to integrate research and non-research-based literature. Relevant ideas are identified; however, ideas are not fully developed and lacks evidence of understanding and application. Evidence to support conclusions is summarized. Minor revisions required with respect to presenting ideas in a concise, logical, well-organized manner. Minor format

		requirements are required, as per APA 6th edition with a few grammatical and spelling revisions.
72-75	Good	Presents a good review of research and non-research-based literature. Ideas are not fully developed and lacks evidence of understanding and application. Evidence to support conclusions is summarized. Some 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 6th edition.
68-71	Satisfactory	Demonstrates satisfactory research. Ideas are minimally developed and lacks evidence of understanding and application. Conclusions are general and minimal evidence to support conclusions is provided. Multiple revisions required in presentation of ideas in a concise, logical and well organized manner. Format requirements, spelling and grammatical expectations inconsistently met, as per APA 6th edition.
64-67	Satisfactory	Demonstrates superficial research. Ideas are minimally developed and lacks evidence of understanding and application. Conclusions are general and minimal evidence to support conclusions is provided. Multiple revisions required in presentation of ideas in a concise, logical and well organized manner. Format requirements, spelling and grammatical expectations inconsistently met, as per APA 6th edition.
60-63	Minimal Pass	Demonstrates minimal research. Ideas are not adequately developed and there is no evidence of understanding and application. Conclusions are superficial and no evidence to support conclusions is provided. Minimal structure and organization of ideas. Major revisions needed with respect to flow of ideas and grammatical errors. Limited application of required format, as per APA 6th edition.
55-59	Poor	Demonstrates poor research. Ideas are poorly developed and there is no evidence of understanding or application. No conclusions are included. Lacks structure and poor organization of ideas. Major revisions needed with respect to flow of ideas and grammatical errors. Limited application of required format, as per APA 6th edition.
50-54 **0-49**	Fail	Demonstrates no acceptable research. Ideas are poorly developed and presented with no evidence of understanding or application. No conclusions are offered. Lacks structure and organization. Major revisions needed with respect to flow and focus. Consistent errors in grammar, spelling and/or format, as per APA 6th edition. Paper is plagiarized or not handed in.

Competency Levels and Year End Outcomes Bloom's Revised Taxonomy

Scholarly Writing Year End Outcome: Demonstrates understanding of content through scholarly writing across the curriculum.		
Year	Year End Outcome	Bloom's Revised Taxonomy
One	With minimal assistance uses scholarly writing skills to understand and provide written descriptions of knowledge from nursing and other related disciplines.	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 minimal 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	Independently 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. • 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.

N114 Lecture/CBL Session Assessment Guide

Student Name:	Course Name/Number:
Date:	

Self-Directed Learning	/10
a. Selects appropriate resources to meet own learning needs………………………………………… 2	
b. Uses credible and/or evidence-based resources to meet own learning needs…………………………. 2	
c. Takes responsibility for actions and their consequences to self and group…………………………. 2	
d. Seeks constructive feedback………………………………………………………………………… 2	
e. Responds to constructive feedback…………………………………………………………………. 2	

Group Process	/10
a. Is present and punctual …………………………………………………………………..……… 2	
b. Communicates ideas and information using a variety of communication skills……………………. 2	
c. Assumes leadership role in group interaction and helps keep the group task oriented. ……………….. 2	
d. Provides constructive feedback to others…………………………………………………………….. 2	
e. Takes constructive action to address group concerns or conflict…………………………………… 2	

Critical Thinking	/10
a. Identifies and clarifies the elements of the scenario/situation/ context………………………….. 2	
b. Makes links with prior relevant readings experience or knowledge……………………………….. 2	
c. Critically reflects on own thinking and asks questions to clarify obscure points and to enhance understanding……………………………………………………………………………………… 2	
d. Checks accuracy, validity and comprehensiveness of information provided to the group………………………………………………………………………………………………… 2	
e. Generates and considers alternative perspectives …………………………………………………….. 2	

Grade: _____ /30

Percentage: _____ % (Pass is a minimum 80%)

Comments:

Student Signature: _____ **Tutor Signature:** _____

N114 Lab Assessment Guide

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

Preparation and Participation   /20
f. Consistently prepared and participated at expected level……………………………………………… 20
g. Required guidance to participate at expected level………………………………………………… 15
h. Not prepared for lab learning experiences more than once …………………………………………. 10
i. Ineffective participation in lab learning experiences…………………………………………………... 0

Professional Conduct   /15
f. Consistently demonstrated professionalism……………………………………………………..……… 15
g. Requires guidance in demonstrating professional communication ………………………………... 10
h. Consistently lacked professionalism…………………………………………. ……………………... 0

Professional Responsibility   /25
f. Attended all labs or absent only due to extenuating reason ……………………………………….. 25
g. Absent once without extenuating reason ……………………………………………………………. 20
h. Late on two or more occasions without extenuating reason …………………………………….. 15
i. Absent more than once without extenuating reason ……………………………… ……………. 0

Psychomotor Skill Proficiency   /40
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:** _____

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

Cynthia Fitzpatrick, Instructor

Doris Roth, Instructor

Bev Maron, Chair   Date Authorized

Dr Vincella Thompson, Dean   Date Authorized