



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

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



**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE NURSING PROGRAM:  
KEYANO COLLEGE  
NURSING IN CONTEXT A  
NURSING 190**

**September 4<sup>th</sup>, 2012 to November 7<sup>th</sup>, 2012**

**Tutors:**

**Bev Maron RN MScN (Group B & C)  
Madge Applin BN ( Groups A & D plus labs)**

**Revised Spring 2012**

## NURSING 190

### NURSING IN CONTEXT A

#### Course Outline

**CALENDAR STATEMENT** \*7 ( 0-6s-3) in 10 weeks.

Introduction to the professional discipline of nursing, communication, theory, and context-based learning. The primary health care emphasis is on health promotion and disease prevention across the life span. Restoration and rehabilitation are introduced. Health assessment and basic nursing skills are introduced.

**COURSE HOURS:** Lecture: 0 Seminar: 6 Lab: 3

#### **COURSE DESCRIPTION:**

The focus of this course is on the promotion of health and the prevention of disease and injury across the life span. Concepts from a variety of support disciplines will be integrated throughout the context-based Learning Packages. Working in small seminar groups, students will be introduced to the discipline of nursing, roles of the nurse and communication skills. Skills in the assessment of healthy individuals will be learned during supervised laboratory practice.

#### **TUTOR INFORMATION**

##### Group A & D:

Madge Applin RN BN

Phone: 791-8977 (w)  
(h)

e-mail: [madge.applin@keyano.ca](mailto:madge.applin@keyano.ca)

##### Group B & C Tutor:

Bev Maron RN MScN

Phone: 791-4961(w)  
743-1659 (h)

e-mail: [beverley.maron@keyano.ca](mailto:beverley.maron@keyano.ca)

Office hours for both Bev and Madge will be on Thursdays from 0900-1100hrs or by appointment on any day.

## **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, and the Student Rights, Responsibilities, Student Misconduct and Discipline and the Student Appeal Process.

All work must be original in this course. Cutting and pasting from work done in a previous course is considered cheating/plagiarism. Please see handbook and fixed resource handout on paper writing/plagiarism for further clarification.

### **Specialized Supports and Duty to Accommodate**

#### *Disability Support Services: Learner Assistance Program*

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

#### *Specialized Supports and Duty to Accommodate*

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

### **Absence From Quizzes/Exams**

If you are ill and unable to write a quiz or exam, you must let the tutor know prior to the exam so that other arrangements can be made. Please call the tutor 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 Policy For Assignments**

All assignments are to be passed in at the time and place they are due. Please see timetable. Extensions on assignments may be granted and must be negotiated with the tutor prior to the due date and with a date specified for late submissions. If prior arrangements are not made, a penalty of a letter grade for each working day that an assignment is submitted after the due date will be deducted from the final grade. That is, an assignment graded at a B would receive an adjusted grade of B- if handed in one day late; if two days late, the grade is adjusted to C+ etc.

## COURSE OBJECTIVES

### 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, about 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 their information in a different and clearer way, often with more details. Student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base.
<b>Prompting:</b>	Tutor provides 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.
<b>Confirmation:</b>	Tutor 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>	indicates that input is provided by tutor now and then.

### OBJECTIVES

Overarching statement: Students are responsible to familiarize themselves with the document: *Graduate Competencies and Year-End Outcomes (with Cross Reference to Courses)* 2010-2011 and updated 2012-2013 *Graduate Competencies and Year-End Outcomes*. Attention must be given to the competencies that are identified as pertaining to Nurse 190.

1. Demonstrate, with assistance, the processes of self-directed learning, critical thinking, and group process skills in utilizing context-based learning, in all learning activities.
2. Demonstrate an understanding of the nursing process and of its components.
3. Demonstrate beginning knowledge of nursing as a discipline and as a profession.
4. Demonstrate understanding of fundamental aspects of communication theory.
5. Demonstrate, with assistance, the ability to use professional and/or therapeutic communication skills in all learning activities.
6. Demonstrate beginning knowledge of primary health care, health promotion, and disease prevention across the lifespan.
7. Demonstrate understanding and the ability to perform selected aspects of health assessment and selected nursing skills.
8. Demonstrate beginning understanding of the concepts of restoration and rehabilitation.
9. Integrate the knowledge generated from working through the course scenarios, and be able to apply this knowledge to other situations.

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

## **SEMINAR**

Seminar classes for Nursing 190 are held on Monday and Wednesdays. Nursing 190A and C is Monday and Wednesday morning from 0900hrs to 1200hrs. Nursing 190B and D is Monday afternoon from 1300hrs to 1600hrs. Please refer to the timetable for specific rooms for seminar classes.

Each student is required to bring their Pathophysiology and Canadian Fundamentals text to class. Any extra text books will be identified by the tutor.

### **Please Note:**

Learning for Nursing 190 will take place in groups with a tutor. The group, with the assistance of the tutor will explore a series of five scenarios. Content from nursing, physical sciences, medical sciences, social sciences, and humanities will be introduced and integrated through out each scenario.

## **LABS**

In Nursing 190 there are 8 labs. These labs are held Tuesday in Room 195 from 0900 to 1200hrs. It is an expectation that **all students come to the labs with the assigned readings and any noted pre-lab activities completed.** The labs in Nursing 190 are:

1. Communication: Development of Collegial Relationships
2. Communication: The Nurse-Client Relationship
3. Stress Management/Mini Mental Status
4. First Aid/Standard Precautions/Gloving/Personal Safety
5. Health History/Pain
6. Physical Assessment/Vital Signs
7. Integumentary Assessment/Screening Measures Eye & Ear/Ophthalmoscope/Otoscope
8. Client Teaching

The Role of the Tutor and Student in Seminar and Labs is found in **Appendix B**

## FIXED RESOURCES

In Nursing 190 there are 2 Fixed Resources. Fixed Resources are seminars where additional information relevant to the course or assignments is presented. Attendance is strongly recommended. Please refer to the Nursing 190 Timetable for dates, times, and room numbers for these Fixed Resources. The Fixed Resources in Nursing 190 are:

1. McGill Model
2. Nursing Process & Care Plans

**Please Note:** Content from the McGill Model Fixed Resource, and Nursing Process & Care Plans is testable on Quizzes and Final Exam.

### Med Math

Students are required to complete Chapters 1, 2, & 3 in the Henke book. This work is to be handed in on **Monday October 29<sup>th</sup> by noon**. Although this is not awarded a mark, completion and handing in of this assignment is compulsory. Please see statement on page 8 of syllabus regarding completion and handing in of all course requirements.



## **COURSE EVALUATION**

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

Grading for the paper and exams will be based on the Four-Point Alpha Marking System (See **Appendix C**).

## **ASSIGNMENTS**

**Assignment #1: Scholarly Paper (30%) Due by 1200 hours October 15<sup>th</sup>, 2012**

### **What is Nursing?**

The intent of this scholarly paper is to develop an understanding of the:

- a. Fundamental concepts of Nursing
- b. How Nursing is based on the Principles of Primary Health Care
- c. How the history of Nursing has formed Nursing today
- d. What it means to be a professional in nursing incorporating the Code of Ethics

### **Assignment Format:**

This scholarly paper will integrate information found in sources such as 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.

This paper is to adhere to APA format, and be approximately 5 to 7 pages in length, excluding title and reference pages. An abstract is not required. An APA book will be required as a reference source for formatting. Please use material found in "How to Write a Paper".

**Please do not hand in paper in duo tangs etc. Paper are to be stapled and handed in using the envelopes provided during orientation.**

## **EXAMS**

### **1. Scenario and Lab Quizzes (20%)**

In Nursing 190 there will be 4 scenario/lab based quizzes. These quizzes will be worth 5% each. The quizzes will consist of approximately 20 multiple choice questions and a time frame of 30 minutes will be allotted for each quiz.

The content covered and date for each quiz is as follows:

Quiz #1: Includes content from Scenario #1 Ashlynn and labs # 1 and #2.  
**Monday September 24<sup>th</sup> 0900 Room 195 All Students.**

Quiz #2: Includes content from Scenario #2 Spencer and lab #3.  
**Wednesday Oct 3<sup>rd</sup> in each separate group. See timetable.**

Quiz #3: Includes content from Scenario #3 Megan and labs #4 and #5.  
**Wednesday Oct 17<sup>th</sup> in each separate group. See timetable.**

Quiz #4: Includes content from Scenario #4 Carpet Bowlers and labs #6 and #7.  
**Wednesday Oct 24<sup>th</sup> in each separate group. See timetable.**

### **2. Final: (35%)**

This exam will be held on **Wednesday November 7<sup>th</sup> 0900hrs Room 195.**  
**All students will write at this time.**

The format for this exam will be multiple choice and short answer questions.  
This exam will cover content from fixed resources, all scenarios and all labs

3. **OSCE'S: (Pass/Fail)**

OSCE's will be held on **Monday and Tuesday November 5<sup>th</sup> and 6<sup>th</sup>**. Each student will have 20 minutes to complete their OSCE.

The OSCE is an objective method of assessing a student's clinical skills where the areas tested and the evaluation criteria are determined in advance from course content and objectives. For more information about OSCE's please refer to **Appendix D**.

**Students must successfully complete their OSCE in order to pass Nursing 190 and progress to Nursing 191. Given that Nursing 191 begins on Nov 8<sup>th</sup> the OSCE must be passed by November 9<sup>th</sup>. The pass mark on an OSCE may range from 80% to 100%.**

Students who do not successfully complete the requirements of the OSCE on the first attempt must do additional preparation before a second attempt. Students will only be allowed two attempts to receive a passing grade on the OSCE. Students who do not successfully complete OSCE's after 2 attempts will be awarded a failing grade of D in Nursing 190.

Practice time for OSCE's has been scheduled for Wednesday Oct 31<sup>st</sup> from 0900-1200 in Room 190.

#### 4. CBL Seminar/Lab Evaluations: (15%)

CBL seminar/lab evaluations will be held on October 30<sup>th</sup> & 31<sup>st</sup> in the tutors offices. A sign up sheet will be circulated by the tutor. By noon on October 30<sup>th</sup>, the student is to submit a detailed self reflective self-evaluation based on the course objectives and criteria found in Tutorial Assessment Guide of Students in CBL. Seminars and Labs found in **Appendix E**. This reflection should include examples and evidence from the literature. Ensure your reflection includes how behaviors expected of a professional were demonstrated.

The student is expected to assign themselves a mark based on the Tutorial Assessment Guide criteria. The tutor and the student will review the student's self-evaluation together. The tutor and student together will finalize the student's mark based on the Tutorial Assessment Guide of Students in CBL Seminars and Labs. It is suggested that each student begin the seminar/lab evaluation at the beginning of the semester.

A midterm evaluation will be done by the tutor if a student is not performing in a satisfactory manner at the midterm point in Nursing 190. The evaluation criteria will be the same as found in **Appendix E**.

#### Please Note:

The CBL seminar/lab evaluation encompasses the behaviors of the student in both the seminar and lab setting.

**In order to pass Nursing 190 and progress to Nursing 191, the student must receive a minimum passing grade of 60% (7.5/12) (C-) in the CBL seminar/lab evaluation. An unsatisfactory mark in any of the three areas of the Tutorial Assessment Guide will constitute a failure in Nursing 190 regardless of academic performance.**

## REQUIRED TEXTS:

Nursing 190 syllabus and all other related course documents available on Moodle.

American Psychological Association (2010). *Publication manual of the American psychological association*. (6<sup>th</sup> ed.). Washington, D.C.:

Arnold, E., & Underman Boggs, K. (2010). *Interpersonal relationships: Professional communication skills for nurses*.(6<sup>th</sup> ed.) Philadelphia, PA: Saunders.

Beckman Murray, R., Proctor Zentner, J., Pangman, V., & Pangman, C. (2009). *Health promotion strategies through the lifespan* (2<sup>nd</sup> Canadian Edition). Toronto ON: Pearson.

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

Day, R.A., Paul, P.I., Williams, B., Smeltzer, S.C., & Bare, B. (2009). *Brunner & Suddarth's textbook of medical-surgical nursing* (2<sup>nd</sup> Canadian ed.). Philadelphia PA: Lippincott Williams & Wilkins.

Friedman, M. M., Bowden, V., & Jones, E. (2003). *Family nursing: Research, theory & practice*. (5<sup>th</sup> ed.) Upper Saddle River, New Jersey: Prentice Hall.

Hannon, R., Pooler, C., Porth, C.M., & Jensen, S. (2010). *Pathophysiology: Porth pathophysiology* (1<sup>st</sup> Canadian ed.). Philadelphia PA: Lippincott, Williams & Wilkins

Potter, P.A., Griffin Perry, A., Ross-Kerr, J.C., & Wood, M.J. (Eds.) (2010). *Canadian fundamentals of nursing*. (4<sup>th</sup> ed. Revised reprint). Toronto ON: Elsevier.

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

Schuster, P. (2012). *Concept mapping: A critical thinking approach to care planning* (3<sup>rd</sup> ed.). Philadelphia, PA: F.A. Davis

Stephen, T., Skillen, L., Day, R., & Jensen, S. (2012). *Canadian Jensen: Nursing health assessment*. Philadelphia, PA: Lippincott Williams & Wilkins.

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

## Appendix A

### Students Rights

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

10. The student has the right to accurate information pertaining to program or course information and College academic regulations including the institutional definition of plagiarism and other forms of academic misconduct.
11. The student has the right to appeal procedures printed in the College calendar and the right to know how to deal with situations that appear unjust.
12. The student has the right to freedom from being subjected to physical, verbal, mental, or sexual harassment including any indignity, injury, violence or unfair accusation and be dealt with in accordance with the Individual Rights' Policy of Keyano College.

### **Student Responsibilities**

1. The student has the responsibility to respect the rights of fellow students, faculty, staff, administrators and other persons associated with the College.
2. The student has the responsibility to respect other people's rights to health, security, personal preferences and freedom of expression and to be familiar with the individual Rights' Policy of this institution.
3. The student has the responsibility to refrain from threatening to subject or subjecting any person to physical, verbal, mental, or sexual harassment including any indignity, injury, violence or unfair accusations.
4. The student has the responsibility to observe College and relevant government regulations, policies and procedures regarding responsible conduct within the College environment including conduct toward students, faculty, staff, administrators and property.
5. The student has the responsibility to be conversant with course content and organization, course methodology and course evaluation methods even when he/she is absent from particular classes.
6. The student has the responsibility to respect the faculty member's right to determine course content, course objectives, methodology, and evaluation.
7. The student has the responsibility to respect the faculty member's right to set deadlines for assigned work, to expect assignments to be submitted at the times specified and to establish penalties for failure to comply with deadlines. The student further has the responsibility to familiarize him/herself with the expected times and methods used to convey results of assignments, examinations or other evaluations or decisions and to know the timelines set for appeal of same.
8. The student has the responsibility to conduct him/herself in an appropriate manner and to dress in a manner that reflects the safety requirements of the course consistent with the health and safety practices of his/her chosen field of study.

9. The student has the responsibility to refrain from unduly disturbing, disrupting or otherwise interfering with studies, laboratories, lectures, work or other activities of fellow students or staff.
10. The student has the responsibility to familiarize him/herself with academic regulations, graduation requirements, and/or program completion requirements.
11. The student has the responsibility to communicate with faculty members or counselors to attempt to resolve academic and/or personal problems he/she may encounter.
12. The student has the responsibility to know the consequences of plagiarism, fraud, deceit, and/or other forms of academic and non-academic dishonesty.
13. The student has the responsibility to know and to comply with college policy as well as the policy of any employer, or host organization of practicum or clinical activities when the student is involved in placement, site visit, co-op or clinical placement on that employer's worksite.

### **Student Appeal Procedure**

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

There are three possible stages to any appeal:

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

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



## **Student Misconduct and Discipline Policy**

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

### **Academic Misconduct includes:**

- Plagiarism or the submission of another person's work as one's own.
- The use of unauthorized aids in assignments or examinations (cheating).
- Collusion or the unauthorized collaboration with others in preparing work.
- The deliberate misrepresentation of qualifications.
- The willful distortion of results or data.
- Substitution in an examination by another person.

### **Non-Academic Misconduct includes:**

- Disruption of any college activity.
- Damage to or destruction of the property of the College, its staff, students or visitors.
- Threats of any kind.
- Physical or verbal abuse.
- Theft
- Unsafe practices, whether the risk is to oneself or others.
- Alcohol or drug abuse
- Harassment
- Violation of confidentiality requirements of the occupation or profession for which the student is being trained.

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

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

## Appendix B

### CONTEXT BASED LEARNING (CBL) 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 commonalties 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 C**  
**COLLABORATIVE BACCALAUREATE NURSING PROGRAM**  
**KEYANO COLLEGE MARKING SYSTEM**

The following marking system will be used. An explanation of the criteria used with the four-point Alpha scale is as follows:

<b>Grade</b>	<b>Status</b>	<b>Criteria</b>
<b>A+, A</b>	Outstanding	Exemplary integration of research-and non-research-based literature in developing, analyzing, and synthesizing ideas. Creativity is reflected. Extraordinary writing ability demonstrated. A concise, logical, well-organized assignment. Format requirements are met.
<b>A-</b>	Excellent	Excellent integration of research-and non-research-based literature in developing and analyzing ideas. Some creativity reflected. Excellent writing ability demonstrated. A concise, logical, well-organized assignment. Format requirements are met.
<b>B+ B</b>	Very Good	An attempt to integrate research-and non-research-based literature; however, ideas are not fully developed with minimal analysis. The demonstration of creativity is minimal. Minor revisions required with respect to presenting ideas in a concise, logical, and well organized manner. Minor format revisions are required.
<b>B-</b>	Good	Presents a review of research-and-non-research-based literature. Ideas are not fully developed or analyzed. Revisions required with respect to presenting ideas in a concise, logical, and well-organized manner. Format requirements are inconsistently met.
<b>C+ C</b>	Satisfactory	Demonstrates superficial research. General content areas identified. Minimal development of ideas, structure, organization and creativity. Definite revisions called for with respect to flow of ideas and grammatical errors. Limited application of required format.
<b>C-</b>	Minimal Pass	Demonstrates marginal research. Lacks structure and organization of ideas. Major revisions called for with respect to flow of ideas and grammatical errors. Limited application of required format.
<b>D+</b>	Fail	Demonstrates poor research. Minimal structure and poor organization of ideas. Major revisions called for with respect to flow of ideas and grammatical errors. Limited application of required format.
<b>D</b>	Fail	Content requirements not researched or addressed. The assignment has no structure or organization. Ideas are not logically or clearly presented. Consistent errors in grammar, and format.
<b>F</b>	Fail	Paper is plagiarized or not handed in.

Adapted with permission from the University of Alberta, Faculty of Nursing.

## Appendix D

### OSCE (OBJECTIVE STRUCTURED CLINICAL EVALUATION)

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#### Purpose of an OSCE

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

#### Description of an OSCE

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

#### Guidelines for an OSCE

Students must successfully complete their OSCE in order to pass Nursing 190. The pass marks on an OSCE may range from 80% to 100%. If students are unsuccessful at the time of their initial evaluation, they may have one opportunity to repeat their OSCE.

The pass mark for each OSCE may be different for each skill. For example, the pass mark for medication administration may be set at 90% or 100%, and the pass for a particular communication skill in which the correct response may cover a range of possibilities could be 80%. The tutor identifies the pass mark for each OSCE.

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



**APPENDIX E N190 Tutorial Assessment Guide**  
**Use in conjunction with the course objectives**

**STUDENT'S NAME:** \_\_\_\_\_

**TUTOR'S NAME:** \_\_\_\_\_

Excellent (4)	Very Good (3.5)	Good (3)	Satisfactory (2.5)	Unsatisfactory (0)
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**Excellent(E)(4)**

Student meets the objectives at a "Level of Independence" greater than identified in the Graduate Competencies and Year-End Outcomes for Year 1, all of the time.

**Very Good (VG) (3.5)**

Student meets the objectives at a "Level of Independence" greater than identified in the Graduate Competencies and Year-End Outcomes for Year 1, majority of the time.

**Good (G) (3)**

Student meets the objectives at a "Level of Independence" greater than identified in the Graduate Competencies and Year-End Outcomes for Year 1, some of the time.

**Satisfactory (S) (2.5)**

Student meets the objectives at a "Level of Independence" required in the Graduate Competencies and Year-End Outcomes for Year 1.

**Unsatisfactory (U) (0)**

Student fails to meet the objectives at a "Level of Independence" required in the Graduate Competencies and Year-End Outcomes for Year 1.

**Please Note:**

In order to pass the CBL evaluation component of Nursing 190, a minimum score of 7.5/12 must be obtained. Not obtaining a minimum score of 7.5/12 will result in a failing grade in Nursing 190 regardless of academic performance. In addition, an unsatisfactory mark in any of the three categories found in the Tutorial/Lab Assessment Guide will result in a failure in the course regardless of academic performance.

**Nursing 190 Tutorial Assessment Guide Seminar/Labs**

<b>RC - Relevant Competencies (Graduate Competencies and year-end Outcomes)</b>						
<b>Please refer to the Nursing 190 course outline for the course objectives</b>						
<b>RCO</b>	<b>1. Self-Directed Learning</b>	<b>E 4</b>	<b>VG 3.5</b>	<b>G 3</b>	<b>S 2.5</b>	<b>U 0</b>
32.1.9	1.1 Identifies gaps in knowledge.					
3.1.2 31.1.9	1.2 Acknowledges own strengths and weaknesses in the process of learning.					
31.1.9	1.3 Participates actively in defining own learning objectives.					
31.1.9	1.4 Selects appropriate resources to meet own learning needs.					
10.1.3 10.1.4	1.5 Uses credible and/or evidence-based resources to meet own learning needs.					
31.1.5 31.1.6	1.6 Demonstrates effective actions to meet own learning needs.					
1.1.1 1.1.3 3.1.1	1.7 Takes responsibility for actions and their consequences to self and group.					
32.1.9	1.8 Evaluates learning outcomes.					
27.1.2 32.1.9 31.1.9	1.9 Seeks constructive feedback					
27.1.2	1.10 Responds to constructive feedback					
<b>Comments:</b>						

**Nursing 190 Tutorial Assessment Guide Seminar/Labs**

<b>RC - Relevant Competencies (Graduate Competencies and year-end Outcomes)</b>						
<b>Please refer to the Nursing 190 course outline for the course objectives</b>						
<b>RC</b>	<b>2. Group Process</b>	<b>E</b>	<b>VG</b>	<b>G</b>	<b>S</b>	<b>U</b>
		<b>4</b>	<b>3.5</b>	<b>3</b>	<b>2.5</b>	<b>0</b>
27.1.1	2.1 Contributes to the development of group objectives and norms.					
27.1.2	2.2 Helps keep the group task orientated.					
1.1.3	2.3 Communicates ideas and information using a variety of communication skills.					
33.1.1 27.1.1 27.1.2	2.4 Assumes leadership role in group interaction.					
27.1.2 33.1.1 26.1.8	2.5 actively facilitates the learning of others.					
26.1.8 27.1.2	2.6 Respects the values and opinions of others.					
27.1.2	2.7 Provides constructive feedback to others.					
2.1.3	2.8 Completes all tasks as negotiated within the group.					
1.1.3 4.1.3	2.9 Takes constructive action to address group concerns or conflict.					
1.1.3 2.1.2	2.10 Is present and punctual					
<b>Comments:</b>						

**Nursing 190 Tutorial Assessment Guide Seminar/Labs**

<b>RC - Relevant Competencies (Graduate Competencies and year-end Outcomes)</b>						
<b>Please refer to the Nursing 190 course outline for the course objectives</b>						
<b>RC</b>	<b>3 Critical Thinking</b>	<b>E</b>	<b>VG</b>	<b>G</b>	<b>S</b>	<b>U</b>
		<b>4</b>	<b>3.5</b>	<b>3</b>	<b>2.5</b>	<b>0</b>
25.1.52 9.1.2 10.1.1 12.1.3	3.1 Analyses the scenario/situation/context in a systematic, organized way including ethical, social, legal, and political implications.					
15.1.1	3.2 Identifies and clarifies the elements of the scenario/situation/context.					
33.1.2	3.3 Interprets, analyses, and applies relevant theories, concepts, and facts.					
15.1.3 8.1	3.4 Makes links with prior relevant theories, concepts, and facts.					
5.1.1	3.5 Demonstrates an understanding of underlying concepts.					
33.1.2	3.6 Critically reflects on own thinking and asks questions to clarify obscure points and to enhance understanding.					
10.1.5	3.7 Checks accuracy, validity and comprehensiveness of information provided to group.					
14.1.2	3.8 Generates and considers alternative perspectives.					
18.1.2	3.9 Justifies reasons or actions					
<b>Comments:</b>						
<b>Summary Comments:</b>						

**Proposed Final Mark:**

**Final Mark:**

**Date:**

**Student's Signature:** \_\_\_\_\_ **Tutor's Signature:** \_\_\_\_\_