



**University of Alberta Collaborative Baccalaureate  
Nursing Program: Keyano College**

**NURSING IN CONTEXT A1  
NURSING 194**

January 7<sup>th</sup> to February 22<sup>nd</sup>, 2013

**Tutors**

**Groups A & C:** Arlene Starkes, BSc, BNRN

**Groups B & D:** Madge Applin, RNBN

**NURSING 194: NURSING IN CONTEXT A1  
COURSE OUTLINE**

**CALENDAR STATEMENT:**

**NURS 194 Nursing in Context A1** \*5 (fi 10) (first term, 6s-3 in 7 weeks).

A continuation of the study of concepts introduced in NURS 190 with a focus on teaching and learning principles and increased health assessment and basic nursing skills.

**PREREQUISITE:** NURS 190

**COURSE DESCRIPTION:**

Through the process of Context-Based Learning, the goal of this course is to further develop the student's knowledge of health promotion and disease and injury prevention, professional nursing, and human response across the lifespan.

**TUTOR INFORMATION:**

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## **NURSING PROGRAM POLICIES**

Please refer to the Keyano College Nursing Program Student Handbook for specific Nursing Program Policies and to Keyano College Credit Calendar for general College policies and the Students Rights, Responsibilities, Student Misconduct and Discipline and the Student Appeal Process.

Please see APPENDIX A for Student's Rights, Responsibilities, Student Misconduct and Discipline and Appeal Process document.

### **Withdrawal Dates for Classes:**

Students may drop a course without academic or financial penalty within the first 1/8 of the course start date. Students can withdraw from a course, with a grade of "W" (no GPA calculation) up to the half-way point of the course. If students withdraw after the half-way point, a grade of "WF" (calculated as 0 in GPA).

### **Examinations:**

Please consult pages 30-31 of the Keyano College 2012-2013 Credit Calendar for the policy statement on examinations.

Please note that examinations begin and end at the scheduled time. Students who arrive late will not be allowed to write the examination if students have already completed the examination and have left the room. Students will not be allowed to leave the classroom during the writing of exams without the permission of the tutor. Students are to leave all jackets, purses, books, bags, eyeglass cases, pencil cases or similar items in their lockers. Any of these items brought to the examination are to be left at the front of the classroom. Students are not allowed to have food or drink in the classroom during exams.

## COURSE OBJECTIVES:

### LEVELS OF INDEPENDENCE

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

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

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

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

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

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

**Direction:** Tutor tells student what to do, about steps to take.

**Information:** Tutor tells student specifics about a concept, topic.

**Clarification:** 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.

**Prompting:** 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.

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

**Consultation:** Student provides tutor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.

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

**COURSE OBJECTIVES:**

**Students are responsible to familiarize themselves with the document: *Graduate Competencies and Year-End Outcomes (with Cross Reference to Courses) 2010-2011*. Attention must be given to the competencies that are identified as pertaining to NURS 194. This document serves as the basis for the evaluation of students in tutorial. It can be found in the Keyano College Student Handbook 2012-2013 (available on Moodle).**

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 increased understanding of the nursing process and of its components.
3. Demonstrate increased knowledge of nursing as a discipline and as a profession.
4. Demonstrate an increasing repertoire of professional and therapeutic communication skills in all learning activities.
5. Demonstrate understanding of fundamental aspects of teaching and learning principles.
6. Demonstrate increasing 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 an increasing 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.

## REQUIRED RESOURCES

All required texts from previous nursing courses.

New required texts (see below).

Nursing 194 Documents - Lab Manual and Scenarios (available from the Keyano College Moodle site).

## NEW RESOURCES-REQUIRED TEXTS

Day, R. A., Paul, P., Williams, B., Smeltzer, S. C. & Bare, B. (2009). *Brunner & Suddarth's textbook of medical-surgical nursing: Second Canadian edition*. Philadelphia, PA: Lippincott, Williams & Wilkins.

Hazard-Vallerand, A., & Sanoski, C.A. (2013). *Davis's drug guide for nurses* (12<sup>th</sup> ed.). Philadelphia, PA: F.A. Davis.

London, M.L., Ladewig, P.W., Ball, J.W., & Bindler, R. C. (2006). *Maternal-newborn & child nursing family centered care* (2<sup>nd</sup> ed.). Upper Saddle River, N.J.: Pearson Education.

Potter, P.A., Griffen Perry, A., Ross-Kerr, J.C., & Wood, M.J. (Eds). (2010). *Clinical nursing skills & techniques* (7<sup>th</sup> ed.). St. Louis, MO: Mosby.

Stephen, T.C., Skillen, D. L., Day, R.A., & Jensen, S. (2012). *Canadian Jensen's nursing health assessment: A best practice approach*. Philadelphia, PA: Lippincott, Williams & Wilkins.

Taber's Cyclopedic Medical Dictionary. (2010). 21<sup>st</sup> ed. Philadelphia, PA: F.A. Davis.

Van Leeuwen, A.M., Poelhuis-Leth, D.J., & Bladh, M.L. (2011). *Davis's comprehensive handbook of laboratory and diagnostic tests with nursing implications* (3<sup>rd</sup> ed.). Philadelphia, PA: F.A. Davis.

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

## REQUIRED LEARNING EXPERIENCES

### TUTORIALS

Tutorials for Nursing 194 are held at various times. Learning for Nursing 194 will take place in groups with a tutor. There are four groups, Group A, Group B, Group C & Group D. Each group, with the assistance of the tutor, will explore a series of four scenarios, divided into two-three hour tutorials per week. Content from nursing, physical sciences, medical sciences, social sciences, and humanities will be introduced and integrated throughout each scenario. Refer to **Appendix A** for the Student and Tutor Roles in CBL. Marks will be allotted for attendance and performance in tutorials.

Learning packages to be covered in Nursing 194 are:

1. We're Expecting
2. Mark Hofer
3. Shannon
4. Melanie Clark

Each student will be responsible for their own learning related to the main concepts in the learning packages. It is expected that you come to the tutorial session with a base knowledge of the concepts to be covered and the ability to engage in discussion regarding this. When preparing for tutorial, each student will be responsible for completing preparatory work prior to the beginning of the learning package. Below are some suggested readings to assist you in understanding the pathophysiology concepts. This is not an exhaustive reading list and supplemental readings from other part of your textbook and other sources may be needed to further understand the concepts.

## Suggested Readings

### 1. “We’re Expecting”

London, M.L., Ladewig, P.W., Ball, J.W., & Bindler, R. C. (2006). *Maternal-newborn & child nursing family centered care* (2<sup>nd</sup> ed.; **Chapters 7 & 9**). Upper Saddle River, N.J.: Pearson Education.

### 2. “Mark Hofer”

Day, R. A., Paul, P., Williams, B., Smeltzer, S. C. & Bare, B. (Eds.). (2009). *Brunner & Suddarth’s textbook of medical-surgical nursing: Second Canadian edition* (**pp. 676-678**). Philadelphia: Lippincott, Williams & Wilkins.

London, M.L., Ladewig, P.W., Ball, J.W., & Bindler, R. C. (2006). *Maternal-newborn & child nursing family centered care* (2<sup>nd</sup> ed.; **pp. 1426-1427**). Upper Saddle River, N.J.: Pearson Education.

Pooler, C. (2010). Disorders of ventilation and gas exchange. In R.A. Hannon, C. Pooler & C.M. Porth (Eds.), *Porth pathophysiology: Concepts of altered health states* (First Canadian ed.; **pp. 692-694**). Philadelphia: Lippincott, Williams & Wilkins.

### 3. “Shannon”

Day, R. A., Paul, P., Williams, B., Smeltzer, S. C. & Bare, B. (Eds.). (2009). *Brunner & Suddarth’s textbook of medical-surgical nursing: Second Canadian edition* (**Chapter 70**). Philadelphia: Lippincott, Williams & Wilkins.

McCowen-Mehring, P. (2010). Sexually transmitted infections. In R.A. Hannon, C. Pooler & C.M. Porth (Eds.), *Porth pathophysiology: Concepts of altered health states* (First Canadian ed.; **pp. 1119-1133**). Philadelphia: Lippincott, Williams & Wilkins.

### 4. “Melanie Clark”

Day, R. A., Paul, P., Williams, B., Smeltzer, S. C. & Bare, B. (Eds.). (2009). *Brunner & Suddarth’s textbook of medical-surgical nursing: Second Canadian edition* (**Chapters 16 & 48**). Philadelphia: Lippincott, Williams & Wilkins.



Merkle, C.J. & Sanchez, O. (2010). Neoplasia. In R.A. Hannon, C. Pooler & C.M. Porth (Eds.), *Porth pathophysiology: Concepts of altered health states* (First Canadian ed.; **pp. 150-188**). Philadelphia: Lippincott, Williams & Wilkins.

McCowen-Mehring, P. (2010). Disorders of the female reproductive system. In R.A. Hannon, C. Pooler & C.M. Porth (Eds.), *Porth pathophysiology: Concepts of altered health states* (First Canadian ed.; **pp. 1110-1113**). Philadelphia: Lippincott, Williams & Wilkins

### **LABORATORY COMPONENT**

Nursing 194 consists of four labs – outlined in the table below. Please refer to the timetable for the dates and times of each lab and refer to **Appendix B** for the Tutor and Student Roles in CBL Labs.

When attending **psychomotor skill labs (Labs #1 - 4), lab practice and lab testing (OSCE's)** students are required to adhere to the University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook Nursing Program Policies 2012-2013(found on Moodle) dress code for the lab. Students are required to wear clinical uniforms, hair is to be secured off the face and neck, jewelry is to be limited to 2 plain smooth surfaced rings and one pair of small stud earrings.

<b>Lab #1</b>	<b>Abdominal Assessment</b>
<b>Lab #2</b>	<b>Respiratory Assessment</b>
<b>Lab #3</b>	<b>Cardiovascular Assessment</b>
<b>Lab #4</b>	<b>Review of Assessments</b>

Students will participate in one three-hour lab per week. **Lab attendance, preparedness, and participation are all included in the CBL marking scheme and will be reflected in your TAG.** Using previously learned knowledge; the student will make appropriate assessments for

each psychomotor skill. Refer to the Nursing 194 Lab Manual for additional details (available on Moodle).

### **FIXED RESOURCE**

In Nursing 194 there is one scheduled Fixed Resource session. A Fixed Resource is a seminar where additional information relevant to the course or assignments is presented. Please see timetable for date, time, and room number for the Fixed Resource.

### **Family Assessment: Calgary Family Assessment Model (CFAM)**

The Calgary Family Assessment Model (CFAM) will be explored in order that it may be applied to the present scenarios and future clinical experiences.

**OVERVIEW OF COURSE EVALUATION**

1. 4 Tutorial Quizzes (worth 5% each)	20%
2. Scholarly Paper	25%
3. CBL Tutorial/Lab Evaluation	20%
4. OSCE'S	Pass/Fail
5. Final Exam	35%

**PLEASE NOTE:**

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

\* ALL WORK MUST BE ORIGINAL IN THIS COURSE. CUTTING AND PASTING FROM WORK DONE IN A PREVIOUS COURSE IS CONSIDERED CHEATING/PLAGIARISM.

PLEASE SEE THE UNIVERSITY OF ALBERTA COLLABORATIVE BACCALAUREATE NURSING PROGRAM: KEYANO COLLEGE STUDENT HANDBOOK NURSING PROGRAM POLICIES 2012-2013 FOR FURTHER CLARIFICATION.

**Final Course Marks will be awarded based on the 4 point grading system (Appendix C)**

## COURSE EVALUATION

### 1. Quizzes (20%)

There will be 4 tutorial quizzes throughout this course. Each quiz will incorporate theory from scenarios, labs and the fixed resource. Quiz questions will be in multiple choice format. You will have 30 minutes to complete each quiz. **See Timetable for room numbers**

**Quiz #1 (5%) – Wednesday, January 16<sup>th</sup>, 2013**

**Content covered:** “*We’re Expecting*” scenario & CFAM Fixed Resource

**Quiz#2 (5%) – Wednesday, January 23<sup>rd</sup>, 2013**

**Content covered:** “*Mark Hofer*” scenario & Lab #1

**Quiz #3 (5%) – Wednesday, January 30<sup>th</sup>, 2013**

**Content covered:** “*Shannon*” scenario & Lab #2

**Quiz #4 (5%) – Wednesday, February 6<sup>th</sup>, 2013**

**Content covered:** “*Melanie Clark*” scenario & Lab #3

### 2. Scholarly Paper (25%)

Write a scholarly paper on one of the three topics identified below.

The topics are selected to facilitate continued development of the scope of your understanding of concepts that are foundational to the profession and practice of nursing.

You are expected to conduct a literature search on the selected topic and submit a copy of the literature search with your paper.

Select five to seven articles from refereed/reputable nursing journals on the selected topic and integrate the perspectives/findings of the articles into the relevant sections of your paper.

Include your own perspective on the selected topic based on your learning experiences to date including relevant practice-based exemplars.

You are expected to submit a copy of the articles selected with your paper.

Select one of the following three concepts as the basis for the paper. Following each concept are several guiding questions to help focus your thoughts.

1) Caring

What is caring? Why /How is caring considered the essence of nursing practice?

2) Ethics

What is ethics? What is ethics, in the practice of nursing? How does ethics influence nursing?

3) Professionalism

What does the professionalism of nursing mean? What makes nursing a profession? What makes a nurse a professional?

**Due Date**

The final paper is due on **Thursday, January 31<sup>st</sup>, 2013 by 1300**. Please do not hand in papers in duotangs or folders. Papers are to be handed in in the envelope provided at the beginning of the semester.

**Please Note: Tutors may be assisted by Bev Maron in marking the paper.**

**Format and Length**

The content of the paper should be consolidated in six to eight pages (excluding title page, and reference pages). The paper will be structured and referenced according to APA standards.

The scholarly paper will be marked according to the Grading System found in **Appendices D & E**.

### 3. CBL Tutorial/Lab Evaluation (20%)

Tutorial/lab evaluations for N194 will be held on **Wednesday, February 13<sup>th</sup> & Thursday, February 14<sup>th</sup> (if needed), 2013**. All tutorial/lab evaluations will be held in the tutor's office. A sign-up sheet will be circulated prior to these dates. A mark will be determined according to the Tutorial Assessment Guide (TAG) criteria as outline in **Appendix F**.

For the students CBL evaluation, it is expected that the TAG will be completed, including detailed self-reflection of how you have met the course objectives and a proposed grade assigned. Your reflection should include examples and evidence from the literature. Ensure your reflection includes the behaviours you have exhibited to demonstrate your professionalism as a nursing student. The student is to bring their completed self-evaluation of their seminar/lab performance including a proposed mark for their final CBL evaluation. **Please submit the completed TAG, with self-reflection, to your tutor by Friday, February 8<sup>th</sup>, 2013 @ 1200.**

The Code of Ethics for Registered Nurses (CNA, 2008) guides nursing practice and must be reflected in all aspects of CBL and lab components of Nursing 194 and evidenced in the TAG. See **Appendix G** and the U of A Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook Nursing Program Policies for detailed descriptions of the Code of Ethics.

The tutor and the student will review the student's self-evaluation together. The tutor will finalize the student's mark for CBL based upon the TAG of Students in Seminar/Lab found in **Appendix F**.

It is suggested that each student begin this self-reflective seminar evaluation at the beginning of the semester. Writing these evaluation entries will take self-discipline. Therefore, it is recommended that the student schedule a time each week, as soon as possible after each CBL tutorial, lab or fixed resource seminar to write their self-reflective evaluation entries. This ongoing reflection will help you form the basis for your summative reflection that is required at the end of Nursing 194 (the TAG).

The tutor will do a midterm evaluation if a student is not performing in a satisfactory manner at the midterm point in Nursing 194. The evaluation criteria will be the same as found in **Appendix F**.

STUDENTS MUST RECEIVE A MINIMUM PASSING MARK OF C- IN THE CBL SEMINAR/LAB EVALUATION IN ORDER TO PASS NURSING 194.

STUDENTS WHO ARE UNSATISFACTORY IN MEETING THE CBL CRITERIA WILL RECEIVE A MIDTERM EVALUATION THAT CLEARLY DELINEATES AREAS FOR DEVELOPMENT.

ATTENDANCE IS AN EXPECTATION FOR **ALL** SEMINAR, LAB AND FIXED RESOURCE SESSIONS. REFER TO **APPENDIX B** FOR TUTOR AND STUDENT ROLES IN CBL AND LAB.

#### **4. OSCE'S (Pass/Fail)**

OSCE's will be held on **Monday, February 11<sup>th</sup> & Tuesday, February 12<sup>th</sup>, 2013**. Sheets for students to sign up for their OSCE will be posted in the week prior to OSCE's. Each student will have 20 minutes to complete their OSCE and 20 minutes to complete documentation.

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. The OSCE's for Nursing 194 will encompass content from labs 1-3. For more information on OSCE's please refer to **Appendix H**.

Students who do not successfully complete the requirements of the OSCE on the first attempt must do additional preparation before a second attempt. Remedial is scheduled for Thursday, February 14<sup>th</sup>, 2013.

**Students must successfully complete their OSCE in order to pass Nursing 194 and progress to Nursing 195.**

**STUDENTS WILL HAVE TWO ATTEMPTS TO RECEIVE A PASSING MARK IN THE OSCE. FAILURE TO SUCCESSFULLY COMPLETE THE OSCE ON THE SECOND ATTEMPT WILL RESULT IN A FAILING MARK OF D IN NURSING 194.**

**The OSCE must be passed by February 15<sup>th</sup>, 2013.**

**5. Final Examination (35%)**

The final examination will be held on **February 20<sup>th</sup>, 2013. Please consult your timetable for the exact time and room number.** This exam will incorporate theory from all Nursing 194 scenarios, labs and fixed resources. The format for this examination includes multiple choice questions and may include short answer, and long answers questions.



**APPENDIX A**  
**CONTEXT BASED LEARNING (CBL) TUTORIAL**  
**STUDENT AND TUTOR ROLES**

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**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 tutorial performance, the tutor:**

- a. reviews and clarifies overall program goals with those of each context-based learning situation.
- b. helps student's articulate personal learning objectives and the means by which to evaluate whether and how well each of those objectives is attained.
- c. provides constructive feedback to students throughout learning process identifying both what has been as well as what remains to be achieved by student.
- d. prepares an evaluative report for each student indicating whether the expected tutorial 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 tutorials 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 tutorial times.

**7. In order to create a climate of trust in a tutorial 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

## APPENDIX B

### EXPECTATIONS FOR FACULTY AND STUDENTS IN CBL LABS

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#### **Faculty Role**

In the lab setting, faculty continues to guide students through an active learning process as outlined in the document **Context-Based Learning (CBL) Tutorial 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) Tutorial 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**  
**Keyano College 4.0 Point Alpha-Numeric Grading System**

<b>Descriptor</b>	<b>Alpha Scale</b>	<b>4.0 Numeric Scale</b>
<b>Excellent</b>	<b>A+</b>	<b>4.0</b>
	<b>A</b>	<b>4.0</b>
	<b>A-</b>	<b>3.7</b>
<b>Good</b>	<b>B+</b>	<b>3.3</b>
	<b>B</b>	<b>3.0</b>
	<b>B-</b>	<b>2.7</b>
<b>Satisfactory Minimum Pass</b>	<b>C+</b>	<b>2.3</b>
	<b>C</b>	<b>2.0</b>
	<b>C-</b>	<b>1.7</b>
<b>Poor</b>	<b>D+</b>	<b>1.3</b>
	<b>D</b>	<b>1.0</b>
<b>Failure</b>	<b>F</b>	<b>0</b>



**APPENDIX D**  
**N194 Scholarly Paper**  
**Marking Guide**

**Student Name:** \_\_\_\_\_

<b>Category</b>	<b>Evaluation Criteria</b>	<b>Weighting</b>	<b>Mark</b>
<b>Structure and Content</b>	Title	<b>40</b>	
	Author's Name & Affiliation		
	Introduction		
	Review of Literature		
	Discussion		
	Implications for nursing practice		
	Conclusion		
	References		
<b>Organization</b>	Length	<b>10</b>	
	Headings		
<b>Clarity of Writing</b>	Precision and clarity of ideas	<b>20</b>	
	Flow of ideas		
	Congruence of tense and tone		
	Sentence structure		
	Paragraphing		
	Linking		
<b>Writing Style</b>	Grammar	<b>20</b>	
	Punctuation		
	Spelling		
	Capitalization		
	Abbreviations		
	Numbers		



## APPENDIX E

### Keyano College 4 point Grading Guide

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

Grade	Status	Criteria
A+, A	Excellent	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.
A-	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	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-	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.
C+, C	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.
C-	Satisfactory	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.
D+	Poor	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
D	Minimal Pass	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.
F	Fail	Paper is plagiarized or not handed in.

Adapted with permission from the University of Alberta, Faculty of Nursing, revised by Mary Boyer, 2007.

**APPENDIX F****NURS 194 Tutorial Assessment Guide (TAG) of Students in CBL/Lab****To be used in conjunction with the course objectives****STUDENT'S NAME (Print):** \_\_\_\_\_**TUTOR'S NAME (Print):** \_\_\_\_\_*\*Student's overall performance will be assessed in each of the three categories.***Excellent (4)**

Student meets the objectives at a "Level of Independence" greater than identified on the TAG, all of the time.

**Very Good (3.5)**

Student meets the objectives at a "Level of Independence" greater than identified on the TAG, majority of the time.

**Good (3)**

Student meets the objectives at a "Level of Independence" greater than identified on the TAG some of the time.

**Satisfactory (2.5)**

Student meets the objectives at a "Level of Independence" required on the TAG.

**Unsatisfactory (0)**

Student fails to meet the objectives at a "Level of Independence" required on the TAG.

**Please Note:**

\* A student must receive 7.5/12 (C-) on the TAG in order to pass the course. In addition, an unsatisfactory mark in any of the three categories found in the TAG will result in a failure in the course regardless of academic performance.

\* Please see the course syllabus with respect to the inclusion of reflection, examples and evidence from the literature. Explicit examples of how behaviors expected of a professional were demonstrated are to be included.

\* To be used in conjunction with the course objectives –see course syllabus for the course objectives.

**NURSING 194**  
**Tutorial Assessment Guide (TAG)**

Students are responsible to familiarize themselves with the document: *Graduate Competencies and Year-End Outcomes (with Cross Reference to Courses) 2010-2011*.

Attention must be given to the competencies that are identified as pertaining to NURS 194. This document serves as the basis for the evaluation of students in tutorial. It can be found in the Keyano College Student Handbook 2012-2013 (available on Moodle).

**RC = Relevant Competencies (Graduate competencies and year-end Outcomes)**

Please refer to the course outline for the course objectives.

<b>RC</b>	<b>1. SELF-DIRECTED LEARNING</b>	<b>/4</b>
32.1.9	<b>1.1</b> Identifies gaps in knowledge.	
3.1.2 31.1.9	<b>1.2</b> Acknowledges own strengths and weaknesses in the process of learning.	
31.1.9	<b>1.3</b> Participates actively in defining own learning objectives.	
31.1.9	<b>1.4</b> Selects appropriate resources to meet own learning needs.	
10.1.3 10.1.4	<b>1.5</b> Uses credible and/or evidence-based resources to meet own learning needs.	
31.1.5 31.1.6	<b>1.6</b> Demonstrates effective actions to meet own learning needs.	
1.1.1 1.1.3 3.1.1	<b>1.7</b> Takes responsibility for actions and their consequences to self and group.	
32.1.9	<b>1.8</b> Evaluates learning outcomes.	
27.1.2 32.1.9 31.1.9	<b>1.9</b> Seeks constructive feedback.	
27.1.2	<b>1.10</b> Responds to constructive feedback.	

<b>RC</b>	<b>2. GROUP PROCESS</b>	<b>/4</b>
27.1.1	<b>2.1</b> Contributes to the development of group objectives and norms.	
27.1.2	<b>2.2</b> Helps keep the group task oriented.	
1.1.3	<b>2.3</b> Communicates ideas and information using a variety of communication skills.	
33.1.1 27.1.1 27.1.2	<b>2.4</b> Assumes leadership role in group interaction.	
27.1.2.3 3.1.1	<b>2.5</b> Actively facilitates the learning of others.	
26.1.8 27.1.2	<b>2.6</b> Respects the values and opinions of others.	
27.1.2	<b>2.7</b> Provides constructive feedback to others.	
2.1.3	<b>2.8</b> Completes all tasks as negotiated within the group.	
1.1.3, 4.1.3	<b>2.9</b> Takes constructive action to address group concerns or conflict.	
1.1.3,2. 1.2	<b>2.10</b> Is present and punctual.	

<b>RC</b>	<b>3. CRITICAL THINKING</b>	<b>/4</b>
25.1.5 29.1.2 10.1.1 12.1.3	<b>3.1</b> Analyses the scenario/situation/context in a systematic, organized way including ethical, social, legal, and political implications.	
15.1.1	<b>3.2</b> Identifies and clarifies the elements of the scenario/situation/context.	
33.1.2	<b>3.3</b> Interprets, analyses, and applies relevant theories, concepts, and facts.	
15.1.3	<b>3.4</b> Makes links with prior relevant readings experience or knowledge.	
5.1.1	<b>3.5</b> Demonstrates an understanding of underlying concepts.	
33.1.2	<b>3.6</b> Critically reflects on own thinking and asks questions to clarify obscure points and to enhance understanding.	
10.1.5	<b>3.7</b> Checks accuracy, validity and comprehensiveness of information provided to the group.	
14.1.2	<b>3.8</b> Generates and considers alternative perspectives.	
18.1.2	<b>3.9</b> Justifies reasons or actions.	

## APPENDIX G

## Code of Ethics for Registered Nurses

# CODE OF Ethics

## FOR REGISTERED NURSES

### Nursing Values and Ethical Responsibilities

The core ethical responsibilities central to ethical nursing practice are articulated through the code's seven primary values and accompanying responsibility statements. See the code to read the responsibility statements connected with each of these seven values.

- 1. Providing safe, compassionate, competent and ethical care**
- 2. Promoting health and well-being**
- 3. Promoting and respecting informed decision-making**
- 4. Preserving dignity**
- 5. Maintaining privacy and confidentiality**
- 6. Promoting justice**
- 7. Being accountable**



### Ethical Endeavours

Ethical nursing practice involves endeavouring to address broad aspects of social justice that are associated with health and well-being. These aspects relate to the need for change in systems and societal structures in order to create greater equity for all. The code contains thirteen statements entitled "ethical endeavours" that are intended to guide nurses in their practice.



TO OBTAIN A COPY OF THE CODE OF ETHICS FOR REGISTERED NURSES, VISIT OUR WEBSITE AT

**www.cna-aiic.ca**

 CANADIAN NURSES ASSOCIATION  
ASSOCIATION DES ENFERMIÈRES ET ENFERMIERS DU CANADA

## **APPENDIX H**

### **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 evaluate 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 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 194.

The pass mark for the OSCE is 80%. If students are unsuccessful at the time of their initial evaluation, they may have one opportunity to repeat the 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.