



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

COURSE SYLLABUS

NURSING 294

Nursing in Context B1

March 3, 2014- April 18, 2014

TUTOR:

Candi Muise BScN RN MN

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NURSING 294: NURSING IN CONTEXT B1
COURSE OUTLINE

CALENDAR STATEMENT:

NURS 294 Nursing in Context B1 *5 (fi 10) (second term, 1.5-6s-3 in 6 weeks).

Continuation of NURS 290 with increasing situational complexity. Pre-requisites NURSE 290 and (NURSE 291 or 295).

COURSE HOURS:

LEC: 9 SEM: 36 LAB: 18

COURSE DESCRIPTION:

Through the process of Context-Based Learning, the goal of this course is to continue the development of concepts of rehabilitation, restoration and support of clients experiencing chronic and less acute variances in health with increasing situational complexity.

TUTOR INFORMATION

Candi Muise BScN RN MN
Phone (Office): 780-791-8957
e-mail: candi.muise@keyano.ca

OFFICE HOURS

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

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 the student what to do, about what steps to take.

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

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

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

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

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

Occasional: The clinical tutor provides input every 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) 2012-2013*. Attention must be given to the competencies that are identified as pertaining to NURS 294.

1. Demonstrate, with minimal assistance, self-directed learning, critical thinking, and group process skills in utilizing context-based learning, in all learning activities.
2. Apply, with minimal assistance, the nursing process and of its components to scenario clients experiencing chronic and less acute variances in health.
3. Demonstrate an increased knowledge of nursing as a discipline and as a profession.
4. Demonstrate, with minimal assistance, the ability to use professional and/or therapeutic communication skills in all learning activities.
5. Demonstrate, in increasingly situational complexity, knowledge of primary health care, health promotion, and disease prevention across the lifespan in clients experiencing chronic and acute variances in health.
6. Demonstrate understanding and the ability to perform intermediate health assessment skills and selected nursing skills

7. Demonstrate an increasing understanding of the concepts of restoration and rehabilitation as applied to clients experiencing chronic and acute variances in health with increased situational complexity.
8. Integrate the knowledge generated from working through the course scenarios, and be able to apply this knowledge to other situations.
9. Integrate the knowledge and skills acquired in all learning settings and be able to apply them in other situations.

NURSING PROGRAM POLICIES

Please refer to the Nursing Program Student Handbook for specific Nursing Program Policies, including, attendance examinations, assignments, four point alpha and numeric grading system, withdrawal dates for classes, and plagiarism.

Refer to Keyano College Calendar for Student Rights and Responsibilities, Misconduct and Discipline, and Student Appeal Procedure.

Refer to Appendix A for Context-Based Learning (CBL) Seminar Student and Tutor Roles and Appendix B for Expectations for Faculty and Students in CBL Labs.

SPECIALIZED SUPPORTS & 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 Counselor, 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. The Disability Counselor 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.

REQUIRED LEARNING EXPERIENCES

CBL Seminars

Students will collaboratively work through five Learning Packages using two seminar sessions for each Learning Package. Each **seminar** will be approximately three (3) hours. Learning packages to be covered in Nursing 294 are:

- 1. Mr. Woo**
- 2. Nik Papadopoulos**
- 3. Pierre DuPont**
- 4. Janet**
- 5. Rebecca**

Lab Activities

Students will participate in labs. Each **lab** will be approximately three-hours. Lab attendance, preparedness, and participation are all included in CBL marking. All labs relate directly to the scenario-learning packages and assignments. Moodle contains additional details for each lab, including preparation expected prior to attending. Students are expected to dress as indicated in the student handbook. The labs are:

- 1. Fluid and Electrolytes**
This lab will give the student an opportunity to assess fluid and electrolyte status. Distribution, composition, movement, and regulation of body fluids as well as the functions of the major electrolytes will be discussed. Additionally, the variables affecting normal fluid and electrolyte balances and problems will be explored. Fluid and electrolyte excesses and deficits will be analyzed through case studies.
- 2. Therapeutic Communication and Mental Status Exam**
This lab introduces the student to therapeutic use of self and to advanced communication skills to be used with clients experiencing delusions and hallucinations. Additionally, this lab is designed to focus on adult mental health assessment. The areas of cognition, mood and affect, attention, intellectual skills, abstract reasoning, judgment, thought processes, and comprehension will be explored.
- 3. Neurological Assessment**
The focus of this lab is the assessment of the nervous system, specifically sensory-neurological assessment including mental status, cranial nerves, sensory function and reflexes.
- 4. Self-Awareness and Death and Dying**
This lab is designed to assist students to explore their beliefs/values/feelings about spirituality, loss, and dying.

5. Focused Assessment

This lab is designed to give the student an opportunity to provide nursing care to clients based on scenarios that may be encountered in the clinical setting.

Fixed Resource Seminars

Students are expected to attend the Fixed Resource Seminars as scheduled throughout the course. Additional information relevant to the course or assignments will be presented. For times refer to the Nursing 294 timetable. Please note that material covered in these seminars is testable material.

1. Nursing Theories

The models of Dorothea Orem and Leininger will be explored.

2. Mental Health Act

Exploration of the Governmental Act and its application to nursing settings.

3. Living with Dying

Spiritual and Palliative Nursing Care will be discussed.

4. Student led – (optional).

Please Note:

ATTENDANCE IS AN EXPECTATION FOR ALL SEMINAR, LAB, AND FIXED RESOURCE SESSIONS.

REFER TO APPENDIX A AND B FOR STUDENT AND TUTOR ROLES IN CBL SEMINAR/LAB

OVERVIEW OF COURSE EVALUATION

Grading for all course evaluation methods will be based on the Four-Point Alpha Grading System.

1. Written Paper	25%
2. Quizzes (4)	20% (5% each)
3. Final Examination	35%
4. CBL Seminar Evaluation	20%
	100%

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

COURSE EVALUATION:

Scholarly Paper: Ethical Dilemma - (25%)

Due March 31, 2014 by 1200 hours

Preamble

"Nurses enjoy a position of extraordinary responsibility in our society. The nature of our responsibilities requires us at times to make difficult decisions about complex issues. Often, we must choose our course of action from among several alternatives. The relative merit of these choices may be unclear, and we may have to choose the least wrong (or only slightly better) option" (Keatings & Smith, 2000, p.9).

Keatings, M. & Smith, O. B. (2000). *Ethical and legal issues in Canadian nursing* (2nd ed.). Toronto: Saunders.

Scholarly Paper

Select one of the two scenarios and write a scholarly paper, incorporating the CNA (2008) ethical framework and the principles of ethics and CARNA (2010) ethical decision making for nurses. Use the framework and principles to come to a decision and describe your course of action. In addition, provide the rationale for and possible consequences of your actions. Incorporation of supporting nursing literature is expected.

The format for this paper must follow APA standards. The length of this paper is to be a maximum of 8 pages excluding the title and reference page. The paper will be evaluated based upon paper marking guide in Appendix C and aforementioned criteria (see Appendix C).

Scenario #1

You are a new graduate working night shift on a small oncology unit. There are two RN's and you are the most senior. Your client, Mr. V is 29 years old, married, and has a small child. Mr. V. has been in and out of this unit several times over the last few months. He has cancer of the liver and has gone through several episodes of chemotherapy. Mr. V's physician has indicated he requires palliative care. Mrs. V. has been present for all of Mr. V's care decisions.

Mr. V.'s current admission is for pain control; a morphine drip has been ordered and started. The only set parameters are to decrease the drip when respirations are less than 12 per minute. On several occasions Mr. V. requests that the drip be increased. Even though he does not appear to be in any discomfort, you accept his disclosure and increase the drip.

On the final round of your shift, Mr. V. requests that the drip be increased again, stating that his pain is increasing. You note that his respirations are irregular and ranging between 10 and 14 per minute.

Scenario #2

You are a new graduate of six months working a night shift on a small oncology unit. Your client Mrs. C is a 65 year old Chinese woman. She is widowed and has two children, a son, with whom she lives and a daughter. She has five grandchildren. Mrs. C speaks limited English and relies on her son (Mr. C Jr.) to translate whenever she receives medical information. Mrs. C. has been admitted for palliative care and pain control. Mr. C. Jr. informs the staff that his mother is not to be made aware of her diagnosis as it will cause her to give up hope and die sooner. Mrs. C's son tells you that this is part of their culture and requests the staff respect their decision. Mrs. C's daughter agrees with Mr. C Jr. You are completing your bedtime (HS) care with Mrs. C. and she looks at you and asks "Am I dying?" What do you do?

Quizzes: - (20%)

There will be 4 quizzes (5% each). Each quiz will have 20 multiple choice questions which will incorporate the previous scenario and any lab and fixed resource attached to that scenario. A quiz will be scheduled at the end of each of the first four scenarios, prior to the beginning of the next scenario.

Final Exam: - (35%)

Tuesday, April 15, 2014 (0900 – 1150hrs).

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

CBL Seminar Evaluations: - (20%)

Seminar evaluations will be held on **Wednesday, April 16, 2014** in the Instructor's Office. A sign-up sheet will be circulated.

The tutor will evaluate the student based on the criteria (TAG) outlined in Appendix D. Students are to come to their CBL evaluation with a detailed self-reflection of how they met the course objectives. This reflection should include examples and evidence from the literature. Ensure the reflection includes how behaviours expected of a professional were demonstrated. The student is to submit to their tutor **by 12 noon on Friday, April 11, 2014** their completed self-evaluation (TAG) of their seminar/lab performance, their self reflection, and a proposed mark for their final CBL evaluation.

The Code of Ethics for Registered Nurses (CNA, 2002) guides nursing practice and must be reflected in all aspects of CBL and Lab components of Nursing 294 and evidenced in the TAG. See the University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook Nursing Program Policies for detailed descriptions of the Code of Ethics go to http://www2.cna-aiic.ca/CNA/documents/pdf/publications/Code_of_Ethics_2008_e.pdf

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 D.

It is suggested that each student begin this self-reflective 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 the CBL class / lab / fixed resource to write their self-reflective evaluation entries.

Group Process

Group Process is part of the TAG. To ensure that group process is effective it is important that peer evaluation occurs. Time for verbal peer evaluation will be allotted for the previous scenario prior to the beginning to the next scenario. This allows students to use the feedback to improve as they move forward.

Please review Nursing 190 Lab #1 regarding group dynamics, effective groups, and group roles

STUDENTS MUST RECEIVE A PASSING GRADE (C-) IN THE CBL SEMINAR EVALUATION IN ORDER TO PASS NURSING 294.

STUDENTS AT RISK OF NOT MEETING THE CBL CRITERIA WILL RECEIVE A MIDTERM EVALUATION THAT CLEARLY DELINEATES AREAS FOR DEVELOPMENT.

REQUIRED TEXTS

All texts bought in Year 1 and Year 2 of the Program will be utilized in Nursing 294.

APPENDIX A

Context-Based Learning (CBL) Seminar Student and Tutor Roles

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. Students share equally in group roles and responsibilities that facilitate their learning through group process work by:
 - a. helping group members to focus on given situations through reading it aloud.
 - b. recording the learning issues, assumptions and connections made by group (i.e., hypotheses) as well as other public lists of data, graphic representations important to their learning.
 - c. moderating group sessions and keeping track of learning issues and responsibilities for next session.
 - d. keeping track of the time used during group session to ensure the various and necessary activities of CBL group work occur.
4. Students follow through with the analysis and decision-making process associated with CBL situations specifically by:
 - 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.

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

- g. 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 behaviours.
 - 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 seminars/labs 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 behaviours reflecting moves from comfortable to new positions and roles.
 - b. respects the behaviours 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.

APPENDIX B

Expectations for Faculty and Students in CBL Labs

Faculty Role: Context-Based Learning Labs

In the labs, faculty are expected to:

- continue to facilitate the principles of context-based learning as outlined in the document Tutor Role: Context-Based Learning Seminar Sessions.
- guide students through an active learning process in a lab situation by asking questions rather than giving instructions.
- ask questions, which stimulate the student to assess/critique/appraise, what they do not know /understand regarding skills in the lab.
- assist the students to consider the rationale for skills learned in the lab.
- assist the students to use research-based evidence in the development of their skills in the lab.
- assist the students to use the principles involved with skills in lab situations.
- motivate students to seek resources that will support their learning about lab skills.
- act as a role model within the lab setting.
- evaluate students' abilities to perform skills in the lab setting (e.g. OSCE'S).
- continue to support the ongoing development of constructive group dynamics.
- respect students as learners who have different learning styles.
- create and foster a climate of trust within the group in the lab setting.

Student Role: Context-Based Learning Labs

In the labs in CBL, students are expected to:

- continue to demonstrate an increased understanding of the principles of context-based learning (as outlined in the document Criteria for Evaluation of Student Behaviors in CBL).
- progress through an active learning process in a lab situation by asking questions rather than seeking a demonstration.
- seek resources that will support their learning about lab skills (the students are expected to come to the labs prepared)
- ask questions, which will allow them to assess/critique/appraise what they do not know /understand regarding skills in the lab.
- consider the rationale for skills learned in the lab.
- apply research-based evidence to the development of their skills in the lab.
- be involved in the ongoing development of constructive group dynamics.

APPENDIX C

Category	Evaluation	Weighting (%)	Mark
Structure	Evaluation Criteria	10	
	<p>Title Page</p> <p>Introduction</p> <ul style="list-style-type: none"> • Topic • Scope <p>Problem statement</p> <ul style="list-style-type: none"> • Explains topic • Identifies relevance to nursing practice <p>Review of literature</p> <ul style="list-style-type: none"> • Literature search strategy • Articles submitted <p>Discussion</p> <ul style="list-style-type: none"> • Includes own perspective <p>Implications for nursing practice</p> <ul style="list-style-type: none"> • Identifies future directions <p>Recommendations</p> <ul style="list-style-type: none"> • Flows from discussion <p>Conclusion</p> <ul style="list-style-type: none"> • Summarizes paper <p>Headings</p> <ul style="list-style-type: none"> • Levels appropriate <p>Length</p> <ul style="list-style-type: none"> • Meets requirements 		

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

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

Final Mark: _____

Tutor Comments:

Competency Levels and Year End Outcomes

Bloom's Revised Taxonomy

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

		<ul style="list-style-type: none"> • Compares the perspective of theorists from nursing and related disciplines. <p>Create</p> <ul style="list-style-type: none"> • 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.
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Assumption

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

References

1. Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives*. New York: Addison Wesley Longman, Inc.
2. Duan, Y. (2006). Selecting and applying taxonomies for learning outcomes: A nursing example. *International Journal of Nursing Education Scholarship*, 3(1), 1-11.
3. Jideani, V.A., & Jideani, A. (2012). Alignment of assessment objectives with instructional objectives using revised Bloom's Taxonomy: The case for food science and technology education. *Journal of Food Science Education*, 11, 34 – 42.
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5. Reeves, A.R. (2011). Where great teaching begins: Planning for student thinking and learning. Retrieved from <http://site.ebrary.com/lib/keyano>.
6. Whiffin, C.J., & Hasselder, A. (2013). Making the link between critical appraisal, thinking and analysis. *British Journal of Nursing* 22(14), 831-835.

APPENDIX D

NURS 294 Tutorial Assessment Guide Use 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	Very Good 3.5	Good 3	Expected/ Satisfactory 2.5	Fail 0
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Excellent

Student meets the objectives at a "Level of Independence" greater than identified in the Graduate Competencies and Year-End Outcomes for Year 2, all of the time.

Very Good

Student meets the objectives at a "Level of Independence" greater than identified in the Graduate Competencies and Year-End Outcomes for Year 2, majority of the time.

Good

Student meets the objectives at a "Level of Independence" greater than identified in the Graduate Competencies and Year-End Outcomes for Year 2, some of the time.

Expected/Satisfactory

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

Fail

Student fails to meet the objectives at a "Level of Independence" required in the Graduate Competencies and Year-End Outcomes for Year 2.

Failure in any one of the following three sections will constitute a failure in the course. A student must receive a C- (7.5/12) on the TAG to pass the course. Each section is worth 4 marks.

RC = Relevant Competencies (Please refer to Graduate Competencies and Year End Outcomes Condensed Version 2012-2013 (Approved May 2012))

Please refer to the course outlines for the course objectives.

RC	1. SELF-DIRECTED LEARNING					
33.2.1	1.1 Identifies gaps in knowledge.					
33.2.1	1.2 Acknowledges own strengths and weaknesses in the process of learning.					
33.2.1	1.3 Participates actively in defining own learning objectives.					
8.2, 18.2	1.4 Selects appropriate resources to meet own learning needs.					
8.2, 9.2, 10.2	1.5 Uses credible and/or evidence-based resources to meet own learning needs.					
8.2, 9.2, 10.2, 32.2.1, 32.2.2	1.6 Demonstrates effective actions to meet own learning needs.					
32.2.2, 32.2.3	1.7 Takes responsibility for actions and their consequences to self and group.					
32.2.1	1.8 Evaluates learning outcomes.					
25.2, 32.3	1.9 Seeks constructive feedback.					
25.2, 32.2.	1.10 Responds to constructive feedback.					

Comments:

RC	2. GROUP PROCESS					
33.2.3, 27.2	2.1 Contributes to the development of group objectives and norms.					
33.2.3, 27.2	2.2 Helps keep the group task oriented.					
33.2.3, 27.2	2.3 Communicates ideas and information using a variety of communication skills.					
33.2.3, 27.2	2.4 Assumes leadership role in group interaction.					
33.2.3, 33.2.2, 27.2	2.5 Actively facilitates the learning of others.					
26.2, 33.2.3	2.6 Respects the values and opinions of others.					
33.2.3	2.7 Provides constructive feedback to others.					
33.2.3	2.8 Completes all tasks as negotiated within the group.					
33.2.3, 27.2	2.9 Takes constructive action to address group concerns or conflict.					
33.2.3	2.10 Is present and punctual.					
Comments:						

RC	3. CRITICAL THINKING					
2.2, 11.2, 12.2, 13.2	3.1 Analyses the scenario/situation/context in a systematic, organized way including ethical, social, legal, and political implications.					
2.2, 11.2, 12.2, 13.2	3.2 Identifies and clarifies the elements of the scenario/situation/context.					
2.2, 11.2, 12.2	3.3 Interprets, analyses, and applies relevant theories, concepts, and facts.					
8.2, 9.2, 15.2	3.4 Makes links with prior relevant readings experience or knowledge.					
8.2, 9.2, 15.2, 18.2	3.5 Demonstrates an understanding of underlying concepts.					
15.2, 10.2, 2.2, 33.2	3.6 Critically reflects on own thinking and asks questions to clarify obscure points and to enhance understanding.					
2.2, 10.2, 18.2	3.7 Checks accuracy, validity and comprehensiveness of information provided to the group.					
4.2, 7.2, 14.2, 25.2	3.8 Generates and considers alternative perspectives.					
10.2, 12.2, 18.2, 25.2	3.9 Justifies reasons or actions.					
Comments:						

Summary comments:

Overall Score: _____ Date: _____

Student's Signature

Tutor's Signature

PLEASE NOTE:

This information is collected for the purpose of appraising student performances; assigning a course mark; and monitoring student progress according to guidelines established in the *Alberta Freedom of Information and Protection of Privacy Act*.

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

Candi Muise, Instructor

Bev Maron, Chair

Date Authorized

Guy Harmer, Dean

Date Authorized

Signed copies to be delivered to:
Instructor
Registrar's Office