



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM
Keyano College
Course Outline**

**NURSING 394 A: NURSING IN CONTEXT C1
March 4th – April 19th, 2013**

Tutor: Doris Roth, RN, MN

Group A and B

NURSING 394: Nursing in Context C1
COURSE OUTLINE

CALENDAR STATEMENT:

NURS 394 Nursing in Context C1 (.5-6s-3 in 7 weeks). Continuation of NURS 390 with increasing situational complexity. Prerequisites: NURS 390, (391 or 395).

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 development of concepts of health, health promotion, professional nursing, and human responses across the lifespan. The focus remains on care of clients (individuals, families, groups) in institutions and community experiencing acute and complex variances in health.

OBJECTIVES:

Students are responsible to familiarize themselves with *Graduate Competencies and Year-End Outcomes (with Cross Reference to courses) 2010-2011*. Attention must be given to the competencies that are identified as being relevant to NURS 394.

1. Demonstrate independently self-directed learning, critical thinking, and group process skills in utilizing context-based learning, in all learning activities.
2. Apply, independently, the nursing process to Learning Package clients experiencing acute and complex variances in health.
3. Demonstrate an increasing knowledge of nursing as a discipline and as a profession.
4. Demonstrate, independently, the ability to use professional and/or therapeutic communication skills in all learning activities.
5. Demonstrate knowledge of primary health care, health promotion, and disease prevention in clients experiencing more acute and complex variances in health across the life span.
6. Apply advanced assessment and nursing skills in all learning activities.
7. Demonstrate understanding of the concepts of restoration, and rehabilitation, as applied to clients experiencing more acute and complex variances in health.

8. Integrate the knowledge generated from working through the course learning packages, and be able to apply this knowledge to other situations.
9. Integrate the knowledge and skills acquired in all learning environments and be able to apply them to other situations.

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

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.

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 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. 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.

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 page 30-31 of the 2012-2013 Keyano College 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.

Tutor Office Hours:

Monday 0900 – 1100h

Nursing Department Room: 187C

Contact Information:

doris.roth@keyano.ca

(780) 791-8919

REQUIRED LEARNING EXPERIENCES

1. CBL Seminar

Students will collaboratively work through the following five Learning Packages. Please refer to Nursing 394 timetable for the weekly scheduled tutorial sessions. CBL seminars will be structured as Day One and Day Two for each learning package.

1. Home Care–The Morning
2. Home Care– The Afternoon
2. Epidemiology
3. Trauma Scenario - Doug Pritchett
4. The Parsons Family

2. Lab Activities

Students will collaboratively participate each week in the following laboratory sessions as per Nursing 394 timetable. Lab attendance, preparedness, and participation are all included in CBL marking. Please refer to each respective lab manual for details.

1. Cognitively Impaired Client
2. Home Care
3. Epidemiology
4. Central Nervous System, Increased Intracranial Pressure
5. Blood Administration
6. Total Parenteral Nutrition

PLEASE NOTE:

Attendance is an expectation for **all** seminar, lab and fixed resource sessions. Refer to **APPENDIX A and B** for tutor and student roles in CBL and lab.

*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 completed in a previous course is considered academic misconduct/plagiarism. Please see the University of Alberta Collaborative Baccalaureate Nursing program: Keyano College Student Handbook Nursing Program policies 2012 - 2013 for further clarification.

Marking for all course evaluation methods will be based on the four point alpha marking system as noted in APPENDIX C.

OVERVIEW OF COURSE EVALUATION

- | | |
|----------------------|-----|
| 1. Quizzes (5% each) | 25% |
| 2. Scholarly Paper | 25% |
| 3. Final Exam | 30% |
| 4. CBL/TAG | 20% |

1. **Quiz's 25% total (each 5%).** Each multiple choice quiz will cover content from a Learning Package and related lab(s). Each quiz will be held at the conclusion of 'Day Two'. 30 minutes will be provided to complete the 20 question quiz.

- **Quiz #1 – March 14th** - will cover content from the Cognitive Impairment lab and Home Care – The Morning Learning Package
- **Quiz #2 – March 21st** - will cover content from the Home Care Lab and Home Care – The Afternoon Learning Package
- **Quiz #3 – March 28th** - will cover content from the Epidemiology and Pandemic Planning Lab and the Epidemiology Learning Package
- **Quiz #4 – April 4th** - will cover content from the Central Nervous System and Increased Intracranial Pressure Lab and the Trauma Scenario - Doug Pritchett Learning Package.
- **Quiz #5 – April 11th** – will cover content from the Blood Administration Lab and the Parsons Family Learning Package.
- Content from the **TPN lab** will be included in the final exam

2. Scholarly Paper Assignment (25%) – Concept Analysis Paper

Due Tuesday, April 2nd by 1200h

Grading:

Marking for this assignment will be based on the four point alpha marking system as noted in APPENDIX C.

Purpose:

A concept analysis is an exercise designed to make the student as familiar as possible with a concept. A concept is usually one or two words that convey meaning, understanding, and feelings between or among individuals within a discipline. Some concepts relevant to nursing are caring, autonomy, critical thinking, hope, and coping. Concepts in nursing can be applied to clients, the nurse-client relationship, nursing practice, and the environments where nursing practice occurs. A concept analysis is the first step in communicating meanings, understandings, and feelings.

This assignment is intended to give students an opportunity to explore a particular nursing practice concept in more depth and consider how it may be applied to their future nursing practice.

Select one of the nursing concepts listed below to explore in more depth (or consult with your tutor if you want to explore a concept not listed). Look for a measureable quality in your topic of interest. Review and synthesize the literature related to the chosen concept to address the questions in the guidelines below.

Nursing Concepts:

Caring	Clinical reasoning	Critical thinking
Nursing care planning	Control/Power	Autonomy
Ethical Practice	Political Action	Clinical competence
Skilful comportment	Nursing process	

Length: Paper must not exceed 6 pages in length, excluding the title and reference pages and must be in APA format.

Guidelines for Paper:

Discussion of the concept:

- What is the definition of the concept?
- Write down all of the words you can think of which relate to or express your concept
- Look up the concept in an unabridged dictionary and list the definitions you feel most closely describe your thoughts or feelings on the concept
- Search the literature for journal articles and books related to the concept to get a sense of the beliefs and thoughts of others in the discipline regarding the concept.
- What does the research/literature say about this concept?
- Is there agreement among authors about a definition?
- Begin the analysis paper with a short introductory paragraph expressing what the concept is and why is it significant to you and nursing.
- Develop your own definition of the concept which dictionary definitions and literature support including criteria for measurement of your concept in the real world.
- Formulate a list of characteristics or criteria that describe the concept in measureable terms so the concept can be measured in the empirical world.
- Are there related concepts? What are they?
- How is this concept related to health and/or illness?
- How will your new knowledge/understanding of the concept impact your future nursing care?

Resources:

- Articles or texts related to “concept analysis” and “review of the literature” may be especially helpful to begin this assignment.
- Some of these articles may be older than the usual recommended 5 year limit for currency and may be considered acceptable.
- Ensure journal articles are from nursing journals.

The following texts may be helpful:

Chinn, P.L. & Kramer, M. K. (2008). *Integrated theory and knowledge development in nursing, 7th ed.*

Hood, L. J., Leddy, S., & Pepper, J. M. (2006). *Leddy & Pepper's conceptual bases of professional nursing.*

Kim, H. S. (2010). *The nature of theoretical thinking nursing, 3rd ed.*

Parker, M. E. (1993). *Patterns of nursing theories in practice.*

Roy, C. & Jones, D. A. (2007). *Nursing knowledge development and clinical practice.*

Walker, L., & Avant, K. (2005). *Strategies for theory construction in nursing, 4th ed.*

***When submitting papers, students will attach photocopies of the reference papers used or email PDF files to the tutor. All reference papers will be returned to the students.**

Drafts are not accepted in third year, unless stipulated as a course requirement.

Requests for extensions of this assignment must be discussed with the instructor prior to the due date.

3. Final Exam (30%) Wednesday, April 17th. 0900 – 1150h Room S214

This exam will be cumulative. Format for exam will be multiple choice and long answer questions.

4. CBL SEMINAR / LAB EVALUATIONS (20%) Monday, April 15 and Tuesday

April 16. 0900-1200 room: 187 C

CBL evaluations will be held on in the tutor's office. A sign-up sheet will be circulated. A mark will be determined according to the Tutorial Assessment Guide (TAG) criteria as outlined in **APPENDIX E**.

Self-reflections should provide a detailed reflection of how students met the course objectives. This reflection should include examples and evidence from the literature and demonstrate professional and personal growth throughout the course. Ensure the reflection includes how behaviors expected of a professional were demonstrated. The student is to submit their completed self-evaluation of their seminar/lab performance including a proposed mark for their final CBL evaluation on the Friday prior to the final 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 394 and evidenced in the TAG. See **APPENDIX E** 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 E**.

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 the tutorial to write their self-reflective evaluation entries.

STUDENTS MUST RECEIVE A MINIMUM PASS MARK OF C- IN THE CBL SEMINAR/LAB EVALUATION IN ORDER TO PASS NURSING 394. STUDENTS WHO ARE UNSATISFACTORY IN MEETING THE CBL CRITERIA WILL RECEIVE A MIDTERM EVALUATION THAT CLEARLY DELINEATES AREAS FOR DEVELOPMENT.

PLEASE NOTE: To facilitate the progression of a student at risk of failing his/her CBL seminar/lab evaluation, a midterm evaluation will be completed and a remedial plan will be developed by the student and tutor.

REQUIRED TEXT

Gorman, L.M., Sultan, D.F. (2008). *Psychosocial nursing for general patient care* (3rd ed.). Philadelphia, PA: Davis.

Ellis, J.R., & Hartley, C.L. (2008). *Managing and coordinating nursing care* (5th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Stanhope, M., Lancaster, J., Jessup-Falcioni, H. & Viverais-Dresler, G. (2011). *Community health nursing in Canada* (2st Canadian ed.). Toronto, ON: Elsevier.

Vollman, A.R., Anderson, E.T., & McFarlane, J. (2011). *Canadian community as partner: Theory and multidisciplinary practice* (3nd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

RECOMMENDED TEXT

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

Day, R.A., Paul, P.I., Williams, B., Smeltzer, S.C. & Bare, B. (2007). *Brunner & Suddarth's textbook of medical-surgical nursing* (1st Canadian ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Fluids & electrolytes made incredibly easy (4rd ed.). (2005). Springhouse, PA: Lippincott Williams & Wilkins.

Van Leeuwen, A.M. & Peolhuis-Ieth, D.J. (2009). *Davis's comprehensive handbook of laboratory and diagnostic tests with nursing implications* (3th ed.). Philadelphia, PA: F.A. Davis.

London, M.L., Ladewig, P.W., Ball, J.W., & Bindler, R.C. (2007). *Maternal & child nursing care* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Potter, P.A., Griffin Perry, A., Ross-Kerr, J.C., & Wood, M.J. (Eds.) (2009). *Canadian fundamentals of nursing* (4rd ed.). Toronto, ON: Elsevier.

Stewart, M.J. (2002) *Community nursing: Promoting Canadians' health* (2nded.). Toronto, ON: W.B. Saunders Canada.

Wright, L.M., & Leahey, M. (2009). *Nurses and families: A guide to family assessment and intervention* (5thed.). Philadelphia, PA: F.A. Davis.

WEB SITE RESOURCE

College and Association of Registered Nurses of Alberta. (2011). *Professional boundaries for registered nurses: Guidelines for the nurse-client relationship*. Edmonton, AB: Author. (Available at http://nurses.ab.ca/Carna-Admin/Uploads/professional_boundaries_May_%202011.pdf)

College and Association of Registered Nurses of Alberta. (2008). *Nursing practice standards with CNA code of ethics for registered nurses*. Edmonton, AB: Author. (Available at http://nurses.ab.ca/Carna-Admin/Uploads/new_nps_with_ethics.pdf)

College and Association of Registered Nurses of Alberta. (2006). *Entry to practice competencies for the registered nurses profession*. Edmonton, AB: Author. (Available at <http://www.nurses.ab.ca/pdf/Entry-to-Practice%20competencies.pdf>)

Canada Health Act (Available at http://www.hc-sc.gc.ca/hcs-sss/medi-assur/cha-lcs/index_e.html)

Canadian Heart and Stroke Foundation (Available at http://www.heartandstroke.com/site/c.iklQLcMWJtE/b.2796497/k.F922/Heart_Disease_Stroke_and_Healthy_Living.htm)

Canadian Nurses Association. (2008). Code of ethics for registered nurses. Ottawa, ON: Author. Available at <http://www.cna-aiic.ca/en/improve-your-workplace/nursing-ethics/>

Protection for Persons in Care Act. Available at http://www.seniors.gov.ab.ca/css/persons_in_care/general_info/

APPENDIX A

Context Based Learning (CBL) Faculty and Student Roles in Seminar Setting

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 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 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 seminar learning outcomes for a given term have been achieved.

6. Respecting learner needs that are both individually unique and common to groups of students, the tutor:
 - a. helps students realize that each one comes to the group with valuable skills and experiences.
 - b. listens to student concerns with open verbal/non-verbal communication behaviors.
 - c. supports students on a personal level, building them up not putting them down.
 - d. encourages during periods of frustration thus encouraging students to believe in their capabilities.
 - e. is open to variation as well as commonalities in life experience; accepts differences in opinion.

- f. attends to group process in seminars 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 behavior 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. 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. identifying learning issues within a given situation.
 - b. determining group member assignments needed for pursuing the learning issues.
 - c. individually or collectively completing assignments as planned by group.
 - d. sharing what has been learned, interpreted and synthesized with entire group.
 - e. participating in the end-of-session review of each CBL situation.
 - f. encouraging and supporting participation of other group members during group sessions.
 - g. appraising credibility of information shared in group sessions according to sources utilized and cited by group members.
 - h. providing feedback about individual and collective group member performance to group as a whole.
 - i. being 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 issues being pursued.
 - b. returning resources and materials promptly when finished using them.

Developed by J. Bowman in
Collaboration with U of Tutors
August 27th, 1997. (Update: 2005).

APPENDIX B

Context-Based Learning (CBL) Faculty and Student Roles in Lab Setting

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.
 - d. encouraging the students to seek resources that support the development of their skills.
3. acting as a role model in skill development.
4. evaluating students' abilities to perform skills.
5. supporting the ongoing development of constructive group dynamics.
6. respecting the individual learning styles and needs of the students.
7. creating and fostering a climate of trust.
8. 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 Tutorial Assessment Guide of Students in CBL document which include:

1. being committed to the lab group and willingly sharing their intellect, knowledge and expertise.
2. attending scheduled lab sessions as a requirement of the undergraduate program.
3. coming to each lab prepared, having completed required readings and viewed required audiovisual resources.
4. seeking resources that will support their learning lab skills.

5. asking questions which contribute to their ability to assess critique and appraise what they do and do not know or understand about skill development.
6. exploring and discussing the underlying rationale for skills learned.
7. applying research-based evidence to the development of their skills.
8. participating in the ongoing development of constructive group dynamics in their lab group.
9. respecting and being responsible for the resources utilized in learning skills by leaving the lab in a prepared state for use by students who follow them in the lab setting.

Developed by B. McLean in
Collaboration with U of A Tutors
August 27th, 1997. Revised May, 1999

APPENDIX C

UNIVERSITY OF ALBERTA COLLABORATIVE BACCALAUREATE NURSING PROGRAM KEYANO COLLEGE FOUR-POINT MARKING SYSTEM

The following marking 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	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 D
NURS394 Tutorial Assessment Guide

Use in conjunction with the course objectives

****Student's overall performance will be assessed in each of the three categories.***

- 1. Self-Directed Learning**
- 2. Group Process**
- 3. Critical Thinking**

Excellent (4)	Very Good (3.5)	Good (3)	Satisfactory (2.5)	Unsatisfactory (1)
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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 (1)

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

Please Note:

- "Levels of Independence" are found in Nursing 394 Course Syllabus, page 3.
- * A student must receive 7.5/12 on the TAG in order to pass the course.
- *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.

RC = Relevant Competencies

Please refer to the course outlines for the course objectives. Competencies are as described in the document “*Graduate competencies and year-end outcomes – condensed version 2010-2011*”.

RC	1. SELF-DIRECTED LEARNING	4	3.5	3	2.5	1
33.3.1	1.2 Acknowledges own strengths and weaknesses in the process of learning.					
33.3.1	1.3 Participates actively in defining own learning objectives.					
8.3, 18.3	1.4 Selects appropriate resources to meet own learning needs.					
10.3, 18.3	1.5 Uses credible and/or evidence-based resources to meet own learning needs.					
2.3, 8.3, 9.3, 32.3	1.6 Demonstrates effective actions to meet own learning needs.					
3.3, 33.3.3	1.7 Takes responsibility for actions and their consequences to self and group.					
32.3	1.8 Evaluates learning outcomes.					
32.3	1.9 Seeks constructive feedback.					
32.3	1.10 Responds to constructive feedback.					
Comments:						
/4						
RC	2. GROUP PROCESS	4	3.5	3	2.5	1
33.3.3, 27.3	2.1 Contributes to the development of group objectives and norms.					
33.3.3	2.2 Helps keep the group task oriented.					

33.3.3	2.3 Communicates ideas and information using a variety of communication skills.					
33.3.3	2.4 Assumes leadership role in group interaction.					
33.3.233. 3.3	2.5 Actively facilitates the learning of others.					
33.3.3, 26.3	2.6 Respects the values and opinions of others.					
33.3.3	2.7 Provides constructive feedback to others.					
33.3.3	2.8 Completes all tasks as negotiated within the group.					
33.3.327. 3,	2.9 Takes constructive action to address group concerns or conflict.					
33.3.3	2.10 Is present and punctual.					
Comments:						
/4						
RC	3. CRITICAL THINKING	4	3.5	3	2.5	1
2.3, 11.3, 12.3, 13.3,	3.1 Analyses the Learning Package/situation/context in a systematic, organized way including ethical, social, legal, and political implications.					
2.3, 11.3, 12.3, 13.3,	3.2 Identifies and clarifies the elements of the Learning Package/situation/context.					
2.3, 11.3, 12.3,	3.3 Interprets, analyses, and applies relevant theories, concepts, and facts.					
8.3, 9.3, 15.3	3.4 Makes links with prior relevant readings experience or knowledge.					
8.3, 9.3, 15.3, 18.3	3.5 Demonstrates an understanding of underlying concepts.					

15.3, 10.3, 2.3, 33.3,	3.6 Critically reflects on own thinking and asks questions to clarify obscure points and to enhance understanding.
2.310.3, 18.3	3.7 Checks accuracy, validity and comprehensiveness of information provided to the group.
4.3, 7.3, 14.3, 25.3	3.8 Generates and considers alternative perspectives.
10.3, 12.3, 18.3 25.3,	3.9 Justifies reasons or actions.
Comments:	
/4	
Summary comments:	

Overall Score: /12

Date:

Student's Signature

Tutor's Signature

Please Note: Student signature on this document denotes that the student has read the evaluation. It does not mean that the student necessarily agrees with all of the content.

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*.

APPENDIX E

Code of Ethics for the Registered Nurse

CODE OF Ethics

FOR REGISTERED NURSES

Nursing Values and Ethical Responsibilities

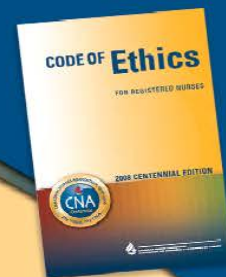
The core ethical responsibilities central to ethical nursing practice are articulated through the code's seven primary values and accompanying responsibility statements. See the code to read the responsibility statements connected with each of these seven values.

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. (2008). *Code of Ethics for Registered Nurses*. Ottawa, ON: Author.