



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

**NURSING 494  
NURSING IN CONTEXT D1**

**January 7<sup>th</sup>, 2013 – February 1<sup>st</sup>, 2013**

**Tutor:  
Donna MacDougall: BScN, RN, MN**

**NURSING 494  
NURSING IN CONTEXT D1  
COURSE OUTLINE**

**CALENDAR STATEMENT**

**NURS 494 Nursing in Context D1** \*3 (fi 6) (either term, 0-7s-3 in 4 weeks).  
Synthesis and focus of nursing knowledge and application of nursing research in a specified area of practice. To be permitted to enroll in this course, students must have passed all courses of their nursing program, except the co-requisite NURS 495, or SC INF 495.

**COURSE HOURS**

LEC: 0      SEM: 28      LAB: 12

**COURSE DESCRIPTION**

The goal of this course is to further develop and focus nursing knowledge and application of nursing research in a specific area of practice, using the process of CBL.

**TUTOR INFORMATION**

Donna MacDougall BScN, RN, MN  
Phone (Office): 780-791-4975  
e-mail: [donna.macdougall@keyano.ca](mailto:donna.macdougall@keyano.ca)

Tutor will be available for student consultation during office hours from Monday to Friday. Please contact your tutor or Cindy (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.

**Definition of terms:**

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

**Information:** Tutor tells 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. 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:** The student provides clinical tutor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.

**Occasional:** 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) 2010-2011*, which is available in the student handbook 2012-2013. Attention must be given to the competencies that are identified as pertaining to NURS 494.

1. Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process skill in utilizing context-based learning, in all learning activities.
2. Demonstrate the ability to synthesise nursing knowledge.
3. Demonstrate the ability to use research finding in a specified area of practice.
4. Integrate the knowledge generated from working through the course scenarios, and be able to apply this knowledge to other situations.
5. Integrate the knowledge and skills acquired in all learning environments and be able to apply them in other situations.

## NURSING PROGRAM POLICIES

Please refer to the University of Alberta Calendar for Specific Nursing Program Policies.

## POLICY STATEMENTS

This course outline acts as an agreement between the student and the tutor(s) of this class regarding the details of the course. "Policy about course outlines can be found in Section 23.4(2) of the University Calendar." (General Facilities Council, 29 SEP 2003). [http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.4.html#23.4\(2\)](http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.4.html#23.4(2))

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour accessed online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx> and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University." (GFC, 29 SEPT 2003).

Please review the Academic Integrity page for the University of Alberta accessed at <http://www.uofaweb.ualberta.ca/TIE/index.cfm>

"Without Academic Integrity, an educational institution would suffer complete failure. At the University of Alberta, our top priority is to maintain the integrity of the degrees we offer. To that end, we have created the Truth In Education program. It is designed to promote integrity in all educational activities, including learning, teaching, research and community events".

The Faculty of Nursing is committed to providing an environment of equality and respect for all people within the University community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. The Code of Student Behaviour also identifies inappropriate behaviours such as disruption, discrimination or violations of safety and dignity towards members of the University community.

The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, sexual orientation, and racial and ethnic background.

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Please note that the use of any electronic device in examination situations, including cellular phones, CD players, Palm Pilots, and hand-held computers, is strictly prohibited. The use of calculators is only allowed when specifically for a particular exam. If a cellular phone is required for urgent messages, it **must** be left with an examination proctor for the duration of the examination.

### COMMUNICATION

Students must use their University of Alberta e-mail address and include a subject line when communicating with the University of Alberta and Keyano College. The content messages of both e-mail and voice mail must be delivered in a professional manner. Inappropriate messages may be considered “harassment”. Refer to the Code of Student Behaviour Section 30.3.4(6) d. See also the University of Alberta Discrimination and Harassment Policy § 44 *GFC Policy Manual*, accessed at: <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>

The use of social networking services such as, but not limited to, Facebook, MySpace, Twitter, internet messaging, blogs and wikis, are subject to the professional and ethical responsibilities outlined in the Canadian Nurses Association (2008) *Code of ethics for Registered Nurses*, Part I (E): Nursing Values and Ethical Responsibilities (Maintaining Privacy and Confidentiality), and the *University of Alberta Code of Student Behaviour*, Section 30.3.3 (Inappropriate Behaviour in Professional Programs).

OVERVIEW OF COURSE EVALUATION		
METHOD OF EVALUATION	DATE(S)	PERCENTAGE OF FINAL GRADE
Scholarly Paper	January 25 <sup>th</sup> , 2013	35%
TAG Evaluation	January 30 <sup>th</sup> and January 31 <sup>st</sup> , 2013	15%
Theory to practice Application Exam using clicker response system	January 16 <sup>th</sup> , 2013	25%
Integrative Review of Nursing Knowledge Exam	January 23 <sup>rd</sup> , 2013	25%

**In order to pass Nursing 494, students must complete/submit all of the above listed methods of evaluation. Assignments must be submitted by noon on the stated date unless prior arrangements have been made with the Tutor. Given that preceptorship starts at the conclusion of this course, extensions should be avoided.**

*Given that this is a fourth Year University of Alberta Course please note the following:* The final course grade is based on a combination of absolute academic achievement (an individual student's course summary mark) and relative performance (a comparison of a student's term summary mark to all students' term summary marks). Due attention is paid to descriptions of grade points according to the 2012-2013 University of Alberta Calendar [Section 23.4]:

Excellent	A+, A, A-
Good	B+, B, B-
Satisfactory	C+, C, C -
Poor	D+
Minimal Pass	D
Failure	F

All work done by the students must be original in this course. Cutting and pasting from work done in previous course is considered cheating/plagiarism. Please see the U of A Calendar for further clarification.

Assignments are marked as raw scores according to the percentage weight assigned to each. At the end of the course, all scores are totaled for a term summary mark in the course.

Final course marks are not final until approved by the U of A and placed on Bear Tracks for students to access.
---

### LATE POLICY FOR ASSIGNMENTS

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

### FINAL WRITTEN EVALUATIONS

**PLEASE NOTE:** Students are to complete an on-line course evaluation for Nursing 494. Student feedback is important to ensure continued provision of high quality education in the baccalaureate program.

## CODE OF ETHICS

The Code of Ethics for Registered Nurses (CNA, 2008) guides nursing practice and must be reflected in all components of Nursing 494 and evidenced in the TAG. See **Appendix A** and the University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook Nursing Program Policies for detailed descriptions of the Code of Ethics.

## SPECIFICS ABOUT COURSE EVALUATION

### **SCHOLARLY PAPER – 35%** **DUE: January 25<sup>th</sup>, 2013 by 1200**

Students are to write a 1500 word scholarly paper according to APA format. Word count does not include the title page and references. The paper will be graded according to the marking system **Appendix B**.

The topic of the paper should encompass the transition from a nursing student in an academia setting to the role of new graduate nurse in the healthcare setting. The purpose of researching this topic is to gain knowledge about the common experiences and outcomes associated with the first years of being a graduate nurse. It is hypothesized that this knowledge gained will decrease the unfamiliarity of the post graduate transitional journey and subsequently, assist you to develop strategies to deal with the challenges.

Nursing research studies have explored this transition period utilizing various theories to examine and explain the processes involved. Utilizing a theoretical framework, critically analyze and integrate knowledge about the transition processes of the new graduate nurse. Incorporate types of experiences the new graduate nurse can expect, identified needs during the orientation and transition periods and challenges associated with new graduate transitioning. In addition, identify strategies and support systems in place to address these challenges.

**References for the scholarly paper are to be included in the paper and will be returned once paper is marked.**

### **CONTEXT-BASED LEARNING THEORY EVALUATIONS – 15%**

Context-based learning evaluations will be held in the Tutor's office on January 30<sup>th</sup>, & January 31<sup>st</sup>, 2013. Each student is to complete a self-evaluation of their performance in the seminar setting. This evaluation will be an in-depth assessment of performance according to the criteria found in **Appendix C**. Based on these criteria, the student is to identify the mark that they believe is warranted. During the final evaluations between the tutor and student, the tutor will add comments to the evaluation completed by the student, and a final mark will be discussed by both parties. **The reflective evaluation is**

**to be submitted to the tutor by 1200 hours the day before the evaluation either through email or hard copy.**

See **Appendices D and E** for an overview of student and faculty roles in seminar and lab settings.

In order to pass Nursing 494 and progress to Nursing 495, the student must receive a minimum mark of 62.5% (7.5/12) in the CBL Theory/Lab evaluation.

An unsatisfactory mark in any of the three areas of the tutorial evaluation guide will constitute a failure in Nursing 494. Students at risk of not meeting the CBL Theory/Lab criteria will receive a midterm evaluation that clearly delineates their areas for development.

### **PEER EVALUATION OF PERFORMANCE IN CBL GROUPS**

As a part of the CBL philosophy, group process is an integral component to your learning. Group Process is part of the TAG and peer evaluation is a component of group process. Much of the group work that you participate in occurs outside the classroom setting and it is important that peer evaluation also occur. To facilitate peer feedback, 15 minutes at the beginning of each group meeting will be utilized for students to provide verbal constructive feedback to one another. To assist this process and ensure that each person has time to provide individualized feedback to one another, it is recommended that you consider the interaction and participation of yourself and your peers as you work together within your groups. The tutor will be available for consult during these times. The feedback that you provide your peers as well as the feedback that you receive should be integrated into your own TAG for marking.

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

### **THEORY TO PRACTICE APPLICATION EXAM – 25%** **January 16<sup>th</sup>, 2013 from 1300-1550 in Room 273**

The purpose of the exam is to assist the student with preparation for the Canadian Registered Nurse Examinations. The examination will be comprised of 60 multiple-choice questions using Turning Technology clicker response system.

### **INTEGRATIVE REVIEW OF NURSING KNOWLEDGE EXAM – 25%** **January 23<sup>rd</sup>, 2013 from 1300-1500 in Room 273**

The purpose of the exam is to assist the student with preparation for the Canadian Registered Nurse Examinations. The examination is comprised of 100 multiple-choice/Scenario based questions. Students will have two hours to complete this exam.



## SEMINAR/THEORY COMPONENT

Dates, Times and Rooms: Please check your timetable

### Learning Package: Preparing for Preceptorship

Students are expected to attend the seminars and participate in the context-based learning process. Participation and contributions in seminar tutorials will contribute toward students' CBL theory/lab evaluation.

Each student is assigned the Nursing 494 Learning package: Preparing for Preceptorship 2012-2013. This package is designed to assist students in preparing for a preceptorship in a specified, clinical experience. Students are expected to consolidate and apply previous learned concepts, foundational knowledge, theory, and skills in preparation for clinical practice. It is anticipated that students from a variety of clinical areas will discuss the trigger questions together.

Students are expected to apply the concepts listed in the learning package in their Nursing 495 clinical placement. The students will be divided into groups, which will be aligned with specific clinical areas in preceptorship placements.

Students are given seminar time to work on their scenario. Each group will discuss the completed scenario with the tutor and their classmates on January 28, 2013 (see timetable for times and Room).

## LABORATORY COMPONENT

Students' attendance at labs is expected and their participation contributes to the CBL Theory/Lab evaluation.

<b>Lab #1</b>	The New Nursing Graduate: Role Transition	January 7 <sup>th</sup> , 2013 0900-1150 Room S212
<b>Lab #2</b>	Advanced Ethics/Legalities in Nursing	January 21 <sup>st</sup> , 2013 0900-1150 Room S212
<b>Lab #3</b>	Preparation for Canadian Registered Nurses Exam (CRNE)	January 23 <sup>rd</sup> , 2013 1300-1550 Room 273

## APPENDIX A: Code of Ethics for Registered Nurses

# CODE OF Ethics

## FOR REGISTERED NURSES

### Nursing Values and Ethical Responsibilities

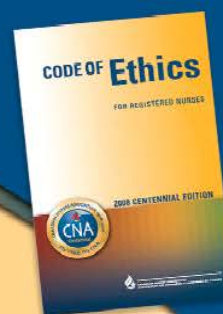
The core ethical responsibilities central to ethical nursing practice are articulated through the code's seven primary values and accompanying responsibility statements. See the code to read the responsibility statements connected with each of these seven values.

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](http://www.cna-aiic.ca)



CANADIAN NURSES ASSOCIATION  
ASSOCIATION DES INFIRMIÈRES ET INFIRMIERS DU CANADA

**APPENDIX B**  
**UNIVERSITY OF ALBERTA**  
**COLLABORATIVE BACCALAUREATE NURSING PROGRAM**  
**KEYANO COLLEGE MARKING SYSTEM**

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

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

<b>APPENDIX C</b> <b>NURSING 494</b> <b>TUTORIAL ASSESSMENT GUIDE of Students in CBL/Lab/Scenarios</b>
--

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

<b>EXCELLENT</b> <b>(4)</b>	<b>VERY GOOD</b> <b>(3.5)</b>	<b>GOOD</b> <b>(3)</b>	<b>MARGINAL</b> <b>(2.5)</b>	<b>UNSATISFACTORY</b> <b>(0)</b>
--------------------------------	----------------------------------	---------------------------	---------------------------------	-------------------------------------

- 4: Excellent:**  
Student meets the objectives at a “Level of Independence” greater than identified on the TAG, all of the time.
- 3.5: Very Good:**  
Student meets the objectives at a “Level of Independence” greater than identified on the TAG, the majority of the time.
- 3: Good:**  
Student meets the objectives at a “Level of Independence” greater than identified on the TAG, some of the time.
- 2.5: Marginal:**  
Student meets the objectives at a “Level of Independence” required on the TAG.
- 0: Unsatisfactory:**  
Student fails to meet the objectives at the “Level of Independence” required on the TAG.

**Please Note:**

- \* “*Levels of Independence*” are found on p. 2 in this syllabus
- \* 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.

<b>RC = Relevant Competencies (Graduate Competencies and Year end Outcomes 2010-2011)</b>		
<b>Please refer to the course outlines for the course objectives.</b>		
<b>RC</b>	<b>SELF-DIRECTED LEARNING /4</b>	
32.4.9	<b>1.1</b>	Identifies gaps in knowledge.
3.4.2 31.4.9	<b>1.2</b>	Acknowledges own strengths and weaknesses in the process of learning.
31.4.9	<b>1.3</b>	Participates actively in defining own learning objectives.
31.4.9	<b>1.4</b>	Selects appropriate resources to meet own learning needs.
10.4.3 10.4.4	<b>1.5</b>	Uses credible and/or evidence-based resources to meet own learning needs.
31.4.5 31.4.6	<b>1.6</b>	Demonstrates effective actions to meet own learning needs.
1.4.1 1.4.3 3.4.1	<b>1.7</b>	Takes responsibility for actions and their consequences to self and group.
32.4.9	<b>1.8</b>	Evaluates learning outcomes.
27.4.2 32.4.9 31.4.9	<b>1.9</b>	Seeks constructive feedback.
27.4.2	<b>1.10</b>	Responds to constructive feedback.
<b>RC</b>	<b>GROUP PROCESS /4</b>	
27.4.1 33.4.1	<b>2.1</b>	Contributes to the development of group objectives and norms.
27.4.2	<b>2.2</b>	Helps keep the group task oriented.
1.4.3	<b>2.3</b>	Communicates ideas and information using a variety of communication skills.
33.4.1 27.4.1 27.4.2	<b>2.4</b>	Assumes leadership role in group interaction.
27.4.2 33.1.1	<b>2.5</b>	Actively facilitates the learning of others.
26.4.8 27.4.2	<b>2.6</b>	Respects the values and opinions of others.
27.4.2	<b>2.7</b>	Provides constructive feedback to others.
2.4.3	<b>2.8</b>	Completes all tasks as negotiated within the group.
1.4.3 4.4.3	<b>2.9</b>	Takes constructive action to address group concerns or conflict.
1.3.3 2.4.2	<b>2.10</b>	Is present and punctual.

RC	CRITICAL THINKING /4	
25.4.52 9.4.2 10.4.1 12.4.3	<b>3.1</b>	Analyses the scenario/situation/context in a systematic, organized way including ethical, social, legal, and political implications.
15.4.1	<b>3.2</b>	Identifies and clarifies the elements of the scenario/situation/context.
33.4.2	<b>3.3</b>	Interprets, analyses, and applies relevant theories, concepts, and facts.
15.4.3	<b>3.4</b>	Makes links with prior relevant readings experience or knowledge.
5.4.1	<b>3.5</b>	Demonstrates an understanding of underlying concepts.
33.4.2	<b>3.6</b>	Critically reflects on own thinking and asks questions to clarify obscure points and to enhance understanding.
10.4.5	<b>3.7</b>	Checks accuracy, validity and comprehensiveness of information provided to the group.
14.4.2	<b>3.8</b>	Generates and considers alternative perspectives.
18.4.2	<b>3.9</b>	Justifies reasons or actions.

## APPENDIX D STUDENT AND TUTOR ROLES IN CBL-THEORY

### Tutor Role

1. In order to facilitate the CBL principle that learning is deliberate, focused and outcome-oriented, the tutor:
  - Understands relationship between learning situations under exploration by students and overall goals of the context-based learning curriculum.
  - 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:
  - Guides students through active learning process by asking questions rather than giving instructions thereby stimulating students to:
    - Discover what it is they do not know or understand
    - Determine what they need to learn.
    - Determine how they will go about meeting their learning needs.
    - Seek credible resources that adequately address their learning needs.
    - Synthesize information in relation to the demands of the context-based situation.
  - 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:
  - Challenges rather than confirms all conclusions that students reach, not just those that may be wrong.
  - Encourages students to question their own ideas and hypotheses probes even after students feel they have.
  - 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:
  - Expects and feels comfortable with the various phases of group development.
  - Uses facilitative communication skills that support task and maintenance group functions.
  - Fosters discussion patterns in-group that involves all students.
  - Encourages debate and disagreement, among group members.
  - Supports decision-making process that has the support of all group members.
  - Addresses dysfunctional group behaviors with entire group, constructively

- exploring how to reduce the negative effects on group progress.
  - Models constructive ways of giving others feedback about their contributions to group process.
5. In order to facilitate evaluation of student theory performance, the tutor:
- Reviews and clarifies overall program goals with those of each context-based learning situation.
  - Helps students articulate personal learning objectives and the means which to evaluate whether and how well attains each of those objectives.
  - Provides constructive feedback to students throughout learning process identifying both what has been as well as what remains to be achieved by student.
  - Prepares an evaluative report for each student indicating whether the expected theory 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:
- Helps students realize that each one comes to the group with valuable skills and experiences.
  - Listens to student concerns with open verbal/non-verbal communication behaviors.
  - Supports students on a personal level, building them up not putting them down.
  - Encourages during periods of frustration thus encouraging students to believe in their capabilities.
  - Is open to variation as well as commonalities in life experience; accepts differences in opinion.
  - Attends to group process with interest and enthusiasm so that students feel what they are experiencing matters.
  - Is flexible in scheduling time to meet with students outside of usual theory times.
7. In order to create a climate of trust in a seminar/theory, the tutor:
- Both models and supports individual risk-taking behaviors reflecting moves from comfortable to new positions and roles.
  - Respects the behaviors and roles assumed by group members.
  - Asks group for permission before assuming leadership role in-group process work.
  - Follows words, promises and commitments through with actions.
  - 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:
  - Determining what they need to pursue as learning issues within the Undergraduate Nursing CBL Curriculum
  - 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:
  - Attending scheduled CBL group sessions as a requirement of the undergraduate program.
  - 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:
  - Helping group members to focus on given situations through reading it aloud.
  - 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.
  - Moderating group sessions and keeping track of learning issues and responsibilities for next session.
  - 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, students specifically by:
  - Identifying learning issues within a given situation.
  - Determining group member assignments needed for pursuing the learning issues.
  - Individually or collectively completing assignments as planned by group.
  - Sharing what has been learned interpreted and synthesized with entire group.
  - Participating in the end-of-session review of each CBL situation.
  - Encouraging and support participation of other group members during group sessions
  - Appraising credibility of information shared in-group sessions according to sources utilized and cited by group members.
  - Providing feedback about individual and collective group member performance to group as a whole.
  - 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:
  - Taking only the resources and materials that is necessary for learning issue being pursued.
  - Returning resources and materials promptly when finished using them.

## **APPENDIX E**

### **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) 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:
  - Their underlying rationale
  - Research-based evidence for their development
  - 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 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.