



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

**NURSING IN CONTEXT A1
NURSING 194**

January 6th to February 21st, 2014

Tutors

Groups A & C: Arlene Starkes, BSc, BNRN

Groups B & D: Madge Applin, RNBN

NURSING 194: NURSING IN CONTEXT A1
COURSE OUTLINE

CALENDAR STATEMENT:

NURS 194 Nursing in Context A1 *5 (fi 10) (first term, 1.5-6s-3 in 7 weeks).

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

PREREQUISITE: N190

COURSE HOURS: Lecture: 3 Seminar: 42 Lab: 21

COURSE DESCRIPTION:

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

TUTOR INFORMATION:

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NURSING PROGRAM POLICIES

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

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

Withdrawal Dates for Classes:

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

Examinations:

Please consult pages 30-31 of the Keyano College 2013-2014 Credit Calendar for the policy statement on examinations.

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

COURSE OBJECTIVES:

LEVELS OF INDEPENDENCE

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

With assistance: The student requires direction and information.

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

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

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

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

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

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

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

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

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

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

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

COURSE OBJECTIVES:

Students are responsible to familiarize themselves with the document: *Graduate Competencies and Year-End Outcomes (with Cross Reference to Courses) 2013-2014*. Attention must be given to the competencies that are identified as pertaining to NURS 194. This document serves as the basis for the evaluation of students in tutorial. It can be found in the Keyano College Student Handbook 2013-2014 (available on Moodle).

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

REQUIRED RESOURCES

All required texts from previous nursing courses.

New required texts (see below).

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

NEW RESOURCES-REQUIRED TEXTS

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

London, M.L., Ladewig, P.W., Ball, J.W., & Bindler, R. C. (2011). *Maternal-newborn & child nursing family centered care* (3rd ed.). Upper Saddle River, N.J.: Pearson Education.

Monahan, F. D., Neighbors, M. & Green, C.J. (2011). *Swearingen's manual of medical-surgical nursing: A care planning resource* (7th ed.). Maryland Heights, MO: Elsevier Mosby.

Pagana, K. D., Pagana, T. J., & Pike-MacDonald, S. A. (2013). *Canadian manual of diagnostic and laboratory tests* (1st ed.). St. Louis, MO: Elsevier Mosby.

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

Skidmore-Ruth, L. (2013). *Drug guide for nursing students* (10th ed.). St. Louis, MO: Elsevier Mosby.

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

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

REQUIRED LEARNING EXPERIENCES

TUTORIALS

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

Learning packages to be covered in Nursing 194 are:

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

Each student will be responsible for their own learning related to the main concepts in the learning packages. Students are expected to come to the tutorial sessions having completed the relevant readings to acquire the knowledge and understanding of the concepts that will enable the ability to engage in informed discussion regarding these concepts. When preparing for tutorial sessions, each student will be responsible for completing preparatory work prior to the beginning of the learning package. The suggested readings below are intended to assist you in understanding the pathophysiology related to the concepts. This is not an exhaustive reading list and supplemental readings from other parts of your textbook and other sources will be needed to fully understand the concepts.

Suggested Readings

1. “We’re Expecting”

London, M.L., Ladewig, P.W., Ball, J.W., & Bindler, R. C. (2011). *Maternal-newborn & child nursing family centered care* (3rd ed.; chapters 4, 8, 9, 10, 11, 12, 13 &17). Upper Saddle River, N.J.: Pearson Education.

2. “Mark Hofer”

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

London, M.L., Ladewig, P.W., Ball, J.W., & Bindler, R. C. (2011). *Maternal-newborn & child nursing family centered care* (3rd ed.; chapter 43). Upper Saddle River, N.J.: Pearson Education.

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

3. “Shannon”

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

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

4. “Melanie Clark”

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

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

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

LABORATORY COMPONENT

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

When attending **psychomotor skill labs (Labs #1 - 4), lab practice and lab testing (OSCE's)** students are required to adhere to the University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook Nursing Program Policies 2013-2014(found on Moodle) dress code for the lab. Students are required to wear clinical uniforms, hair is to be secured off the face and neck, jewelry is to be limited to 2 plain smooth surfaced rings and one pair of small stud earrings.

Lab #1	Abdominal Assessment
Lab #2	Respiratory Assessment
Lab #3	Cardiovascular Assessment
Lab #4	Review of Assessments

Students will participate in one three-hour lab per week. **Lab attendance, preparedness, and participation are all included in the CBL marking scheme and will be reflected in your TAG.** Using previously learned knowledge; the student will make appropriate assessments for each psychomotor skill. Refer to the Nursing 194 Lab Manual for additional details (available on Moodle).

FIXED RESOURCE

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

Family Assessment: Calgary Family Assessment Model (CFAM)

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

OVERVIEW OF COURSE EVALUATION

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

PLEASE NOTE:

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

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

PLEASE SEE THE UNIVERSITY OF ALBERTA COLLABORATIVE BACCALAUREATE NURSING PROGRAM: KEYANO COLLEGE STUDENT HANDBOOK NURSING PROGRAM POLICIES 2013-2014 FOR FURTHER CLARIFICATION.

Final Course Marks will be awarded based on the Percentage - Alpha Grading System (Appendix C).

COURSE EVALUATION

1. Quizzes (20%)

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

Quiz #1 (5%) – Monday, January 13th, 2014

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

Quiz#2 (5%) – Monday, January 20th, 2014

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

Quiz #3 (5%) – Monday, January 27th, 2014

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

Quiz #4 (5%) – Monday, February 3rd, 2014

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

2. Scholarly Paper (25%)

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

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

You are expected to conduct a literature search on the selected topic and submit both a copy of the literature search and the articles you selected to use in your paper.

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

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

Select one of the following three topics as the basis for the paper. Following each topic are guiding questions to consider in focusing the paper.

1) Caring in Nursing Practice

What is caring? Why is caring considered the essence of nursing practice? How is caring demonstrated in the nurse-client relationship? Is caring unique to nursing? Is caring in nursing practice different than caring in the other helping professions? If so, how? What is the role of individual registered nurses in demonstrating caring behaviors in interactions with patients/clients? What is the role of the profession of nursing in the promotion of a caring ideology in the practice of nursing?

2) Ethically Based Nursing Practice

What is ethics? What are the theoretical approaches to ethics? What is ethically based-nursing practice? What guides ethically-based nursing practice. Why is ethically-based nursing practice important? What is the relationship between ethically-based nursing practice and the quality of patient/client care? What is the role of individual registered nurses in the provision of ethically-based patient/client care? What is the role of the nursing profession in the provision of ethically based-nursing care?

3) Regulation of Nursing Practice

What is regulation? What is the relationship between legislation and regulation? How is nursing practice regulated? Who is responsible for the regulation of nursing practice? Why is the regulation of nursing practice important? What is the relationship between the regulation of nursing practice and the quality of patient/client care? What is the role of individual registered nurses in the regulation of nursing practice? What is the role of the College and Association of Registered Nurses of Alberta in the regulation of nursing practice? What is the role of the United Nurses of Alberta in the regulation of nursing practice? What is the role of the government of Alberta in the regulation of nursing practice?

Due Date

The final paper is due on **Thursday, January 30th, 2014 by 1300**. Please do not hand in papers in duo-tangs or folders. Papers are to be handed in in the envelope provided at the beginning of the semester.

Format and Length

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

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

3. CBL Tutorial/Lab Evaluation (20%)

Tutorial/lab evaluations for N194 will be held on **Thursday, February 13th & Friday, February 14th(if needed), 2014**. All tutorial/lab evaluations will be held in the tutor's office. A sign-up sheet will be circulated prior to these dates. A mark will be determined according to the Tutorial Assessment Guide (TAG) criteria as outline in **Appendix E**.

For the students CBL evaluation, it is expected that the TAG will be completed, including detailed self-reflection of how you have met the course objectives and a proposed grade assigned. Please review models of reflection articles on Moodle and choose one of the models as the organizing format for your reflection. Your reflection should include examples and evidence from the literature. Ensure your reflection includes the behaviours you have exhibited to demonstrate your professionalism as a nursing student. The student is to bring her/his completed self-evaluation of her/his seminar/lab performance including a proposed mark for the final CBL evaluation. **Please submit the completed TAG, with self-reflection, to your tutor by Wednesday, February 5th, 2014 at 1200.**

The Code of Ethics for Registered Nurses (CNA, 2008) guides nursing practice and must be reflected in all aspects of CBL and lab components of Nursing 194 and evidenced in the TAG. See **Appendix F** 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 on the assessment of students in Seminar/Lab (**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 each CBL tutorial, lab or fixed resource seminar to write their self-reflective evaluation entries. This ongoing reflection will help you form the basis for your summative reflection that is required at the end of Nursing 194 (the TAG).

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

PLEASE NOTE:

- STUDENTS MUST RECEIVE A MINIMUM PASSING MARK OF 60 – 63 PERCENT IN THE CBL SEMINAR/LAB EVALUATION IN ORDER TO PASS NURSING 194.
- STUDENTS WHO ARE UNSATISFACTORY IN MEETING THE CBL CRITERIA WILL RECEIVE A MIDTERM EVALUATION THAT CLEARLY DELINEATES AREAS FOR DEVELOPMENT.
- ATTENDANCE IS AN EXPECTATION FOR **ALL** SEMINAR, LAB AND FIXED RESOURCE SESSIONS. REFER TO **APPENDIX B** FOR TUTOR AND STUDENT ROLES IN CBL AND LAB.

4. OSCE'S (Pass/Fail)

OSCE's will be held on **Thursday, February 6th & Friday, February 7th, 2014**. Sheets for students to sign up for their OSCE will be posted in the week prior to OSCE's. Each student will have 20 minutes to complete the OSCE and 20 minutes to complete documentation.

The OSCE is an objective method of assessing a student's clinical skills where the areas tested and the evaluation criteria are determined in advance from course content and objectives. The OSCE's for Nursing 194 will encompass content from labs 1-3. For more information on OSCE's please refer to **Appendix G**.

Students who do not successfully complete the requirements for successful completion of the OSCE on the first attempt will be required to complete remedial preparation before the second attempt. Remedial is scheduled for Tuesday, February 11th, 2014.

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

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

The OSCE must be passed by February 12th, 2014.

5. Final Examination (35%)

The final examination will be held on Tuesday, **February 18th, 2014. Please consult your timetable for the exact time and room number.** This exam will incorporate theory from all Nursing 194 scenarios, labs and fixed resources. The format for this examination includes multiple choice questions and may include short answer, and long answers questions.

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

Tutor Role

- 1. In order to facilitate the CBL principle that learning is deliberate, focused and outcome-oriented, the tutor:**
 - a. understands relationship between learning situations under exploration by students and overall goals of the context-based learning curriculum.
 - b. serves as a learning process guide rather than a content expert for students oriented towards learning focused context-based learning outcomes.

- 2. In order to facilitate the CBL principle that students are active, involved, independent learners, the tutor:**
 - a. guides students through active learning process by asking questions rather than giving instructions thereby stimulating students to:
 - i. discover what it is they do not know or understand
 - ii. determine what they need to learn.
 - iii. determine how they will go about meeting their learning needs.
 - iv. seek credible resources that adequately address their learning needs.
 - v. synthesize information in relation to the demands of the context-based situation.
 - b. encourages students to be critical thinkers through a facilitative process that involves first modeling, then coaching and eventually mostly observing the students in action.

- 3. In order to facilitate the CBL principle that learning is a deliberate, deep reflective, critical activity, the tutor:**
 - a. challenges rather than confirms all conclusions that students reach, not just those that may be wrong (e.g., “Are there other possibilities you may not have thought of?”; “Let’s stop and review our hypothesis again.”)
 - b. encourages students to question their own ideas and hypotheses (e.g., “Do the rest of you agree with that?”; “What is the supporting evidence for that idea?”; “What do you

mean?"; "How do you know that's true?"; "Can you please explain that to us?" or, "Why do you want to know that?")

- c. probes even after students feel they have learned (e.g., "What does that do for you?"; "What does it mean in terms of your ideas about the situation?")

4. In order to support the development of constructive group dynamics, the tutor:

- a. expects and feels comfortable with the various phases of group development.
- b. uses facilitative communication skills that support task and maintenance group functions.
- c. fosters discussion patterns in group that involve all students.
- d. encourages debate and disagreement, among group members.
- e. supports decision-making process that has the support of all group members.
- f. addresses dysfunctional group behaviors with entire group, constructively exploring how to reduce the negative effects on group progress.
- g. models constructive ways of giving others feedback about their contributions to group process.

5. In order to facilitate evaluation of student tutorial performance, the tutor:

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

6. Respecting learner needs that are both individually unique and common to groups of students, the tutor:

- a. helps students realize that each one comes to the group with valuable skills and experiences.

- b. listens to student concerns with open verbal/non-verbal communication behaviors.
- c. supports students on a personal level, building them up not putting them down.
- d. encourages during periods of frustration thus encouraging students to believe in their capabilities.
- e. is open to variation as well as commonalities in life experience; accepts differences in opinion.
- f. attends to group process in tutorials with interest and enthusiasm so that students feel what they are experiencing matters.
- g. is flexible in scheduling time to meet with students outside of usual tutorial times.

7. In order to create a climate of trust in a tutorial setting, the tutor:

- a. both models and supports individual risk-taking behaviors reflecting moves from comfortable to new positions and roles.
- b. respects the behaviors and roles assumed by group members.
- c. asks group for permission before assuming leadership role in group process work.
- d. follows words, promises and commitments through with actions.
- e. models willingness and ability to identify personal strengths and weaknesses that influence group functioning.

Student Role

1. Students take an active, independent approach to their learning by:

- a. determining what they need to pursue as learning issues within the Undergraduate Nursing CBL Curriculum
- b. directing their own inquiry through group process work.

2. Students are committed to the group and willingly share their intellect, knowledge and expertise as demonstrated by their:

- a. attending scheduled CBL group sessions as a requirement of the undergraduate program.

- b. being prepared for group sessions by having completed their work assignment previously determined by their group.
- 3. In order to facilitate their learning through group process work, students share equally in group roles and responsibilities that typically include:**
- a. helping group members to focus on given situations through reading it aloud.
 - b. recording the learning issues, assumptions and connections made by group (i.e., hypotheses) as well as other public lists of data, graphic representations important to their learning.
 - c. moderating group sessions and keeping track of learning issues and responsibilities for next session.
 - d. keeping track of the time used during group session to ensure the various and necessary activities of CBL group work occur.
- 4. In following through with the analysis and decision-making process associated with CBL situations, students specifically:**
- a. identify learning issues within a given situation.
 - b. determine group member assignments needed for pursuing the learning issues.
 - c. individually or collectively complete assignments as planned by group.
 - d. share what has been learned, interpreted and synthesized with entire group.
 - e. participate in the end-of-session review of each CBL situation.
 - f. encourage and support participation of other group members during group sessions
 - g. appraise credibility of information shared in group sessions according to sources utilized and cited by group members.
 - h. provide feedback about individual and collective group member performance to group as a whole.
 - i. be open to receiving feedback about own performance and contribution to group process from fellow group members.

5. Students demonstrate respect and responsibility for the resources utilized in pursuing learning issues both in relation to their own needs as well as the needs of other students by:

- a. taking only the resources and materials that are necessary for learning issue being pursued.
- b. returning resources and materials promptly when finished using them.

Developed by J. Bowman in collaboration with U of A Tutors

August 27th, 1997

APPENDIX B

EXPECTATIONS FOR FACULTY AND STUDENTS IN CBL LABS

Faculty Role

In the lab setting, faculty continues to guide students through an active learning process as outlined in the document **Context-Based Learning (CBL) Tutorial Tutor Role by:**

1. asking questions that stimulate students to assess, critique and appraise what they do and do not know or understand regarding the necessary skills needed in nursing practice.
2. assisting the students to consider all skills learning in relation to:
 - a. their underlying rationale
 - b. research-based evidence for their development
 - c. the identification and application of principles to their practice
3. encouraging the students to seek resources that support the development of their skills
4. acting as a role model in skill development
5. evaluating students' abilities to perform skills
6. supporting the ongoing development of constructive group dynamics
7. respecting the individual learning styles and needs of the students
8. creating and fostering a climate of trust
9. being respectful and responsible for the resources utilized in teaching lab skills by helping their students leave the lab in a prepared state for use by other students

Student Role

In the lab setting, students continue to take an active, independent approach to their learning as outlined in the **Context-Based Learning (CBL) Tutorial Student Role and Criteria for Evaluation of Student Behaviors in CBL/Lab** document which include:

1. being committed to the lab group and willingly sharing their intellect, knowledge and expertise.
2. attending scheduled lab sessions as a requirement of the undergraduate program

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

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

APPENDIX C

Keyano College Percentage - Alpha Grading System

Descriptor	Percentage Scale	Alpha Scale
Excellent	96-100	A+
	90-95	A
	85-89	A-
Good	80-84	B+
	76-79	B
	72-75	B-
Satisfactory	68-71	C+
	64-67	C
Minimum Pass	60-63	C-
Poor	55-59	D+
	50-54	D
Failure	0-49	F

APPENDIX D
N194 Scholarly Paper
Marking Guide

Student Name: _____

Category	Evaluation	Weighting (%)	Mark
Structure	Evaluation Criteria	10	
	Title Page Introduction <ul style="list-style-type: none"> • Topic • Scope Problem statement <ul style="list-style-type: none"> • Explains topic • Identifies relevance to nursing practice Review of literature <ul style="list-style-type: none"> • Literature search strategy • Articles submitted Discussion <ul style="list-style-type: none"> • Includes own perspective Implications for nursing practice <ul style="list-style-type: none"> • Identifies future directions Recommendations <ul style="list-style-type: none"> • Flows from discussion Conclusion <ul style="list-style-type: none"> • Summarizes paper Headings <ul style="list-style-type: none"> • Levels appropriate Length <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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APPENDIX E**NURS 194 Tutorial Assessment Guide (TAG) of Students in CBL/Lab****To be used in conjunction with the course objectives****STUDENT'S NAME (Print):** _____**TUTOR'S NAME (Print):** _____**Student's overall performance will be assessed in each of the three categories.***Excellent (4)**

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

Very Good (3.5)

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

Good (3)

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

Satisfactory (2.5)

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

Unsatisfactory (0)

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

Please Note:

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

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

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

NURSING 194
Tutorial Assessment Guide (TAG)

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

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

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

Please refer to the course outline for the course objectives.

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

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

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

APPENDIX F

Code of Ethics for Registered Nurses

CODE OF Ethics

FOR REGISTERED NURSES

Nursing Values and Ethical Responsibilities

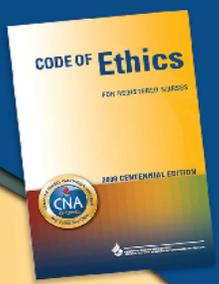
The core ethical responsibilities central to ethical nursing practice are articulated through the code's seven primary values and accompanying responsibility statements. See the code to read the responsibility statements connected with each of these seven values.

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



Ethical Endeavours

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



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

www.cna-aiic.ca

 CANADIAN NURSES ASSOCIATION
ASSOCIATION DES INFERMIÈRES ET INFERMIERS DU CANADA

APPENDIX G

OSCE (OBJECTIVE STRUCTURED CLINICAL EVALUATION)

Purpose of an OSCE

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

Description of an OSCE

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

Guidelines for an OSCE

Students must successfully complete their OSCE in order to pass Nursing 194.

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

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