UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM
KEYANO COLLEGE

COURSE SYLLABUS

NURSING 490
NURSING IN CONTEXT D

October 26th, 2015 – December 11th, 2015

Course Instructors:
Bev Maron RN MSN (Group A)
Donna MacDougall BScN, RN, MN (Group B)
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### NURSING 490
#### NURSING IN CONTEXT D
#### COURSE OUTLINE

#### CALENDAR STATEMENT

**NURS 490 Nursing in Context D** *5 (1.5-6s-3) in 7 weeks*
A comprehensive approach to primary health care components in the care of clients in complex ambiguous situations. Case management and multidisciplinary skills will be emphasized. Students may have the opportunity to lead a multidisciplinary student group.

#### COURSE HOURS

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<thead>
<tr>
<th>LEC</th>
<th>SEM</th>
<th>LAB</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>36</td>
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</tr>
</tbody>
</table>

#### COURSE DESCRIPTION

Through the process of Context-Based Learning, the goal of this course is to refine development of primary health care components using a comprehensive approach. Case management and interdisciplinary leadership skills will be emphasized. Client care (individuals, family, groups, aggregates, and community) is focused within the context of complex and ambiguous situations.

#### INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Bev Maron RN, MSN</th>
<th>Donna MacDougall BScN, RN, MN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone (Office): 780-791-4961</td>
<td>Phone (Office): 780-791-4975</td>
</tr>
<tr>
<td>(Home): 780-743-1659</td>
<td>(Home): 780-747-9856</td>
</tr>
<tr>
<td>e-mail: <a href="mailto:beverley.maron@keyano.ca">beverley.maron@keyano.ca</a></td>
<td>e-mail: <a href="mailto:donna.macdougall@keyano.ca">donna.macdougall@keyano.ca</a></td>
</tr>
</tbody>
</table>

Instructors will be available for student consultation during office hours from Monday to Friday. Please contact your instructor or nursing office administration (780-791-4889) to arrange a time.
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:** Instructor tells student what to do, about what steps to take.
- **Information:** Instructor tells student specifics about a concept or topic.
- **Clarification:** Instructor, 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:** Instructor 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:** Instructor provides positive feedback for correct information and direction provided by the student.
- **Consultation:** The student provides clinical instructor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.
- **Occasional:** Instructor provides input every now and then.

**LEARNING OUTCOMES**

Overarching statement: Students are responsible to familiarize themselves with the document: *Graduate Competencies and Year-End Outcomes (with Cross Reference to courses) 2015-2016*, which is available in the student handbook 2015-2016. Attention must be given to the competencies that are identified as pertaining to NURS 490.

1. Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process skill in all learning activities.

2. Demonstrate knowledge and understanding of the client as individuals, families, groups, aggregates, community and populations.

3. Demonstrate knowledge and understanding of case management.
4. Demonstrate knowledge and understanding of leadership skills in nursing and in the context of interdisciplinary teams.

5. Demonstrate understanding of the difference between multidisciplinary and interdisciplinary collaboration.

6. Demonstrate knowledge of primary health care and of its components in the context of clients with complex and ambiguous situations.

7. Integrate the knowledge generated from working through the course scenarios, and be able to apply this knowledge to other situations.

8. 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 1015-2016 for Specific Nursing Program Policies.

All work must be original in this course. Cutting and pasting from work done in a previous course or copying work from someone else is considered cheating/plagiarism.

POLICY STATEMENTS

This course outline acts as an agreement between the student and the instructor(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)

“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 SEP 2003)
Please review the Academic Integrity page for the University of Alberta accessed at [http://www.osja.ualberta.ca/Students/UndergraduateHandbook.aspx](http://www.osja.ualberta.ca/Students/UndergraduateHandbook.aspx)

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.

**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 instructor prior to the due date and with a date specified for late submissions. Assignments not submitted on the day and time specified will incur a 5% deduction per day including weekends. This will be applied each day until the assignment is received by the instructor. Students can submit assignments by e-mail on weekends, but must provide a paper copy on the first day following the weekend.

**SPECIALIZED SUPPORTS**

**STUDENTS WITH DISABILITIES**

It is the College’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please phone Disability Services (780-791-8934) to discuss options and establish reasonable accommodations.
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. **Please Note:** When accessing Moodle at Keyano College, please use Keyano email.

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](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:
- *University of Alberta Code of Student Behaviour*, Section 30.3.3 (Inappropriate Behaviour in Professional Programs).

### REQUIRED RESOURCES

All required texts/labs/seminars from previous nursing courses.

### SEMINARS

Learning for Nursing 490 will take place in seminar groups. There are five scenarios in Nursing 490. Content from nursing, physical sciences, medical sciences, social sciences, and humanities will be introduced and integrated throughout each scenario.

*Please see Nursing 490 timetable for specific details.

### SCENARIOS

1. Inmates
2. Slave Lake Fire
3. Registered Nurse and Program Planning
4. Building a Healthy Workplace
5. Guatemala
In Nursing 490 there are 6 labs. Students will collaboratively participate each week in the following laboratory sessions as per the Nursing 490 timetable. Regular lab attendance, preparedness, and participation in class discussions, along with adequate participation and contribution to group work are examples of the expected student behavior. All labs are directly related to the scenario-learning packages and assignments. It is an expectation that all students come to the labs with the assigned readings and any noted pre-lab activities completed. The labs in Nursing 490 are:

1) Population Health Promotion Model
2) Community Assessment
3) Community Development, Program Planning and Evaluation Part A & B
4) Integrated Approach to Nursing Care

* Please note that the class needs to divide themselves into 6 groups, decide which scenario the group wants to do and come to class prepared to discuss the scenarios with answers to the guiding questions

5) Becoming a Leader

The Role of the Instructor and Student in Theory and Lab Components are found in Appendix A.

<table>
<thead>
<tr>
<th>METHOD OF EVALUATION</th>
<th>DATE(S)</th>
<th>PERCENTAGE OF FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly Paper</td>
<td>November 30th, 2015 by Noon</td>
<td>40%</td>
</tr>
<tr>
<td>NCLEX Prep Exam (On-line)</td>
<td>November 25th, 2015 0900-1200</td>
<td>20%</td>
</tr>
<tr>
<td>Final Course Exam (On-line)</td>
<td>December 10th, 2015 0900-1100</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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 term 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 2015-2016 University of Alberta Calendar [Section 23.4]:
<table>
<thead>
<tr>
<th>Description</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+, A, A-</td>
</tr>
<tr>
<td>Good</td>
<td>B+, B, B-</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+, C, C-</td>
</tr>
<tr>
<td>Poor</td>
<td>D+</td>
</tr>
<tr>
<td>Minimal Pass</td>
<td>D</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
</tr>
</tbody>
</table>

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.

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

**PLEASE NOTE:**
* IN ORDER TO SUCCESSFULLY COMPLETE THIS COURSE, **ALL** EVALUATION COMPONENTS MUST BE COMPLETED AND SUBMITTED.
The purpose of this assignment is to allow the student to apply the Population Health Promotion Model to a specific aggregate.

You are to write a scholarly paper depicting the determinants of health. For this paper your focal determinant is socio-economic status (SES) in Canada. Your paper is to include the following:

1. Identify an aggregate that is affected by SES.

2. Through utilization of a comprehensive literature review, discuss how SES affects the health of this aggregate. Include in your literature review, support for the statement that “SES is one of the primary determinants of health” (Reutter, 2011).

3. Is there an interrelation ship between SES and the other determinants of health? Utilize the literature to justify your answer.

4. In your discussion of SES, describe how implementing the Population Health Promotion Model (strategy statement, stakeholders and rational/planning) may impact the health of your aggregate.

Follow APA format for this assignment. The length of this paper excluding the title and reference pages is approximately 10-12 pages.

Incorporate research-based literature into your writing for this assignment.

Please review the Competency Levels and Year End Outcomes for scholarly writing: Bloom’s Revised Taxonomy under year 4.

Please attach copies of the reference papers used or email PDF files to the instructor.

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

Please see Appendix B for marking guidelines for this assignment.
NCLEX PREP Exam – 20%
Wednesday, November 25th, 2015 from 0900-1200

The purpose of the exam is to assist the student in preparation for the NCLEX-RN. The examination is comprised of 100 multiple-choice based questions and will be online. The exam offers an assessment of the student’s basic comprehension and mastery of basic principles including fundamentals of nursing; pharmacology; adult medical-surgical nursing; maternal newborn care; mental health nursing; nursing care of children; nutrition; leadership and community health nursing. The questions cover all the major NCLEX client need categories (management of care, safety and infection control, health promotion and maintenance, psychosocial integrity, basic care and comfort, pharmacological therapies and parenteral therapies, reduction of risk potential and physiological adaptation).

**Note:** Timelines for this exam are firm.

Final Exam – 40%
Thursday, December 10th, 2015 from 0900 - 1100

This exam will cover content for all scenarios, and labs. The format for the exam will be multiple choice questions.

**Note:** Timelines for this exam are firm.

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**COURSE EVALUATION**

**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.
Instructor Role in Seminar Component

1. In order to facilitate the principle that learning is deliberate, focused and outcome-oriented, the instructor:
   - 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 principle that students are active, involved, independent learners, the instructor:
   - 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 principle that learning is a deliberate, deep reflective, critical activity, the instructor:
   - 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 (i.e. "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 instructor:
   - 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 instructor:
• 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 instructor:
• 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 instructor:
• 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 in Seminar Component
1. Students take an active, independent approach to their learning by:
   • Determining what they need to pursue as learning issues within the Undergraduate Nursing Curriculum
   • Directing their self-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 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 group work occur.

4. Students follow through with the analysis and decision-making process associated with group process 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 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.

**Instructor Role in Lab Component**
In the lab setting, the instructor will continue to guide students through an active learning process 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 Lab Component**

In the lab setting, the students will continue to take an active, independent approach to their learning which includes:

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.
## APPENDIX B
### NURSING 490 SCHOLARLY PAPER MARKING GUIDE

**Student Name:** ________________________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Evaluation Criteria</th>
<th>Weighting(%)</th>
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<td>Title Page</td>
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<tr>
<td>Introduction</td>
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<td>• Topic</td>
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<td>• Scope</td>
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<td>• Explains topic</td>
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<td>• Identifies relevance to nursing practice</td>
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<td>Discussion</td>
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<td>• Includes own perspective</td>
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<td>Implications for nursing practice</td>
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<td>• Identifies future directions</td>
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<td>Recommendations</td>
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<td>• Flows from discussion</td>
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<td>Conclusion</td>
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**Final Mark:** _____________

**Instructor Comments:**
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## Competency Levels and Year End Outcomes

### Bloom’s Revised Taxonomy

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<th>Year</th>
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| One  | **With guidance** uses scholarly writing skills to **understand** and provide written descriptions of knowledge from nursing and other related disciplines. | **Remember**  
- Identifies relevant prior knowledge from nursing and related disciplines.  
- Identifies new knowledge about the concept/issue from nursing and related disciplines.  

**Understand**  
- 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. | **Apply**  
- 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. | **Analyze**  
- 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. | **Evaluate**  
- Critiques the evidence relative to the concept/issue.  
- Describes gaps/ inconsistencies in the evidence.  
- Compares the perspective of theorists from nursing and related disciplines.  

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

References


