



**Nursing & Allied Health Studies Department
School of Health, Wellness & Human Services**

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

COURSE SYLLABUS

**NURSING 490
NURSING IN CONTEXT D**

October 24, 2016 – December 9, 2016

**Course Instructor:
Bev Maron RN MSN (Group A)**

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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 leadership skills will be emphasized. Prerequisites: NURS 301, 391, 394, 395.

COURSE HOURS

LEC: 9 SEM: 36 LAB: 21

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

Bev Maron RN, MSN

Phone (Office): 780-791-4961

(Home): 780-743-1659

(Cell): 780-714-1689

e-mail: beverley.maron@keyano.ca

Instructor will be available for student consultation during office hours from Monday to Friday. Please contact the instructor or nursing office administration (780-791-4889) to arrange a time.

LEARNING OUTCOMES

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) 2016-2017*, which is available in the student handbook 2016-2017. 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 2016-2017 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 Course Requirements, Evaluation Procedures and Grading of the University Calendar". - See more at: <http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#course-requirements,-evaluation-procedures-and-grading> (Review section 2.a.xi)

"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 (online at www.governance.ualberta.ca) 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." - See more at: <http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#course-requirements,-evaluation-procedures-and-grading> (Review section 2.a.xii)

Please review the Academic Integrity page for the University of Alberta accessed at <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, digital or otherwise, 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. Student or instructor content, digital or otherwise, created and/or used within the context of the course 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 content author(s). - See more at:

<http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#course-requirements,-evaluation-procedures-and-grading> (Review section 2.e)

Examinations: 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. Please consult the 2016-2017 Keyano College Calendar for the policy statement on examinations.

PLAGIARISM STATEMENT

Please note all students **MUST** complete the Plagiarism/Tutorial Certificate on Moodle and show completion to the instructor prior to submitting any written assignments. This section can be located on the left side of the page under the heading "student", following login to Moodle.

Please note failure to show the instructor the certificate of completion could result in a late written assignment penalty as stated below. This tutorial is only required to be completed once while attending Keyano, unless the student has left a program and is returning to Keyano.

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 let your instructor know immediately so options can be discussed. You are also welcome to contact Disability Services to establish reasonable accommodations. Please call 780-791-8934 or drop in at CC260 (New Location).

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.

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. U of A Code of Student Behavior can be reviewed on Moodle.

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),
- *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

LABS

In Nursing 490 there are 6 labs. Students will collaboratively participate each week in the following laboratory sessions as per the Nursing 490 timetable.

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

Attendance and Participation in Seminars and Labs
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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. ROLES AND EXPECTATIONS OF STUDENTS IN INQUIRY BASED LEARNING SCENARIO AND LAB SETTINGS ARE FOUND IN **APPENDIX A.**

Students will be awarded a grade of pass/fail based on the criteria identified in Appendix A. Instructors will meet with any student that is in danger of not achieving any of the criteria identified in Appendix A. remedial plan will be initiated to facilitate student success. Students who are meeting the criteria will not be required to meet with their instructor.

Students are asked to **notify the instructor** if they are ill or going to be late or absent prior to the tutorial or lab. The student must also discuss, with the instructor, the most appropriate way to make up for missed labs or seminars.

PLEASE NOTE: To achieve success in Nursing 490, student must complete and submit all the evaluative components and achieve an overall mark of at least 50/100 %. A passing grade in the TAG is required in order to pass Nursing 490.

OVERVIEW OF COURSE EVALUATION		
METHOD OF EVALUATION	DATE(S)	PERCENTAGE OF FINAL GRADE
Scholarly Paper	November 28, 2016 by Noon	40%
NCLEX Prep Exam (On-line)	November 23, 2016 0900-1200	20%
Final Course Exam (On-Line)	December 9, 2016 0900-1100	40%
Evaluation of Student Role Expectations in Inquiry Based Learning		PASS/FAIL
	Total	100%

Given that this is a fourth Year University of Alberta Course please note the following: 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. The final letter 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 2016-2017 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

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

OVERVIEW OF EVALUATION



SPECIFICS ABOUT COURSE EVALUATION
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Scholarly Paper – 40%**DUE: Monday, November 28, 2016 by Noon**

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 interrelationship 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 23, 2016 from 0900-1200****On-Line through Moodle**

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 9, 2016 from 0900 – 1100****On-Line through Moodle**

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

Note: Timelines for this exam are firm.

COURSE EVALUATION

PLEASE NOTE: Students are to complete an on-line course evaluation for Nursing 490. Student feedback is important to ensure continued provision of high quality education in the baccalaureate program.

APPENDIX A
EXPECTATIONS OF STUDENTS IN INQUIRY BASED LEARNING SCENARIOS AND LABS
PASS/FAIL

Student Roles in Seminar Setting

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 Inquiry Based Learning 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 group sessions as a requirement of the undergraduate program.
 - b. Being prepared for group sessions by having completed their work assignment previously determined by their group.

3. Students share equally in group roles and responsibilities that facilitate their learning through group process work by:
 - a. Helping group members to focus on given situations through reading it aloud.
 - b. Recording the learning issues, assumptions and connections made by group (i.e., hypotheses) as well as other public lists of data, graphic representations important to their learning.
 - c. Moderating group sessions and keeping track of learning issues and responsibilities for next session.
 - d. Keeping track of the time used during group session to ensure the various and necessary activities of group work occur.

4. Students follow through with the analysis and decision-making process associated with Inquiry Based Learning situations specifically by:
 - a. Identifying learning issues within a given situation.
 - b. Determining group member assignments needed for pursuing the learning issues.
 - c. Individually or collectively completing assignments as planned by group.
 - d. Sharing what has been learned, interpreted and synthesized with entire group.
 - e. Participating in the end-of-session review of each scenario/lab.
 - f. Encouraging and supporting participation of other group members during group sessions.
 - g. Appraising credibility of information shared in group sessions according to sources utilized and cited by group members.

- h. Providing feedback about individual and collective group member performance to group as a whole.
 - i. Being open to receiving feedback about own performance and contribution to group process from fellow group members.
5. Students demonstrate respect and responsibility for the resources utilized in pursuing learning issues both in relation to their own needs as well as the needs of other students by:
- a. Taking only the resources and materials that are necessary for learning issues being pursued.
 - b. Returning resources and materials promptly when finished using them.

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

Student Roles in Lab Setting

In the lab setting, students continue to take an active, independent approach to their learning.

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 B
KEYANO COLLEGE- SENIOR SCHOLARLY PAPER MARKING GUIDE

The following marking system utilizes the numerical system for the evaluation of Senior level students (Years 3 and 4):

Grade	Status	Criteria
96-100	Outstanding	Outstanding integration of theoretical and research literature in developing, analyzing, and synthesizing own ideas with objective application of evidence to support conclusions. Extraordinary and creative writing ability demonstrated in development and presentation of own ideas. Consistently identifies prominent theoretical argument(s) and ideas throughout paper; includes opposing points of view where relevant. Paper has a solid structure that is concise, logical, and very well-organized. Format requirements are met as per APA 6 th edition with minimal grammatical and spelling revisions.
90-95	Excellent	Excellent integration of theoretical and research literature in developing and analyzing ideas with application of evidence to support conclusions. Excellent and creative writing ability demonstrated in development and presentation of own ideas. Well-organized, linkages evident, logical conclusions/arguments. Format requirements are met as per APA 6 th editions with minimal grammatical and spelling revisions.
85-89	Very Good	Very good integration of theoretical and research literature in developing and analyzing ideas with application of evidence to support conclusions. Very good creative writing ability demonstrated in development and presentation of own ideas. Well-organized, linkages evident, logical conclusions/arguments. Format requirements are met as per APA 6 th editions with minimal grammatical and spelling revisions.
80-84	Very Good	Very good attempt to integrate theoretical and research literature; however, ideas are not fully developed with minimal analysis, synthesis and evaluation. There is adequate demonstration of creative and critical thinking, comprehension and interpretation of the topic and incorporation of own ideas. Overall, key ideas are presented in a concise, logical, and well organized manner; presents some major alternative points of view and supports own conclusions with literature. Minor format revisions are required as per APA 6 th edition with a few grammatical and spelling errors.
76-79	Good	A good attempt to integrate theoretical and research literature; however, ideas are not fully developed with minimal analysis, synthesis and evaluation. There is adequate demonstration of creative and critical thinking, comprehension and interpretation of the topic and incorporation of own ideas. Overall, key ideas are presented in a concise, logical, and organized manner; presents

		some alternative points of view and supports own conclusions with literature. Minor format revisions are required as per APA 6 th edition with a few grammatical and spelling errors.
72-75	Good	Presents a good review of theoretical and research literature. Own ideas and literature are understood and applied, but not fully developed, analyzed, synthesized or evaluated. Identifies key concepts, alternative arguments, however discussion and conclusions are inadequate. Revisions required with respect to presenting ideas in a concise, logical, and well-organized manner. Format requirements, grammar, and spelling expectations are inconsistently met as per APA 6 th edition.
68-71	Satisfactory	Demonstrates satisfactory superficial theoretical and research integration. General content areas identified; discussion lacks creative development of ideas, analysis, synthesis, and evaluation of topic. Definite revisions required in presentation of ideas in a concise, logical and well-organized manner. Format requirements, spelling and grammatical expectation inconsistently met as per APA 6 th edition.
64-67	Satisfactory	Demonstrates very superficial theoretical and research integration. General content areas identified; discussion lacks creative development of ideas, analysis, synthesis, and evaluation of topic. Definite revisions required in presentation of ideas in a concise, logical and well-organized manner. Format requirements, spelling and grammatical expectation inconsistently met as per APA 6 th edition.
60-63	Minimal Pass	Demonstrates marginal theoretical and research integration in discussion. Lacks structure, development, analysis, synthesis and organization of ideas. Major revisions required with respect to flow of ideas and grammatical errors. Limited application of required format APA 6 th edition.
55-59	Poor	Demonstrates poor theoretical and research integration. Minimal structure, development, analysis, synthesis and poor organization of ideas. Major revisions required with respect to flow of ideas and grammatical errors. Limited application of required format as per APA 6 th edition.
50-54 0-49	Fail	Content requirements not fully reviewed or addressed; minimal integration of theoretical/research in discussion. The assignment has no structure or organization. Ideas are not logically or clearly presented. Consistent errors in grammar, spelling and/or format as per APA 6 th edition. Paper is plagiarized or not handed in.

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 minimal assistance, uses scholarly writing skills to understand and provide written descriptions of knowledge from nursing and other related disciplines.	Remember <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. Understand <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.	Apply <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 minimal guidance uses scholarly writing skills to analyze and synthesize knowledge from nursing and other related disciplines.	Analyze <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	Independently uses scholarly writing skills to critically evaluate knowledge from nursing and related disciplines.	Evaluate <ul style="list-style-type: none"> 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 <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.

Assumption:

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

References

Duan, Y. (2006). Selecting and applying taxonomies for learning outcomes: A nursing example. *International Journal of Nursing Education Scholarship*, 3(1), 1-11.