



Nursing & Allied Health Studies Department  
School of University Studies, Career Programs and Academic Upgrading

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

**COURSE SYLLABUS**

**NURSING 201**

***Introduction to Nursing Theory II***

***January 7, 2019 – April 25, 2019***

**INSTRUCTOR:**  
Donna MacDougall BScN RN MN

Revised 2018/12

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## **NURSING 201: INTRODUCTION TO NURSING THEORY II COURSE OUTLINE**

### **CALENDAR STATEMENT:**

**NURS 201 Introduction to Nursing Theory II★3** (*fi 6*) (either term, variable).

Focuses on health promotion and support to individuals in the pursuit of health throughout their lives. A variety of concepts from nursing and other disciplines will be integrated into the overall learning. Students will be initiated into nursing roles with individuals in community, assisted living, and long-term care settings. Prerequisites: NURS 103, 105 and 103. Note: Available only to nursing students in the Collaborative Program.

### **COURSE HOURS:**

**Seminar: 39**

### **COURSE DESCRIPTION:**

The focus of this course, NURS 201, is advancing students' knowledge of the promotion of health and the prevention of disease and injury across the life span. Concepts from a variety of nursing and support disciplines will be integrated throughout the course. Students will build on knowledge from NURS 103 and NURS 105 about forms of knowledge and skills essential to the practice of nursing to explore health and variations in health among diverse populations.

### **INSTRUCTOR INFORMATION**

Donna MacDougall BScN, RN, MN

Phone (Office): 780-791-4975

Office #: S109B

e-mail: [donna.macdougall@keyano.ca](mailto:donna.macdougall@keyano.ca)

### **OFFICE HOURS**

The instructor is available for student consultation in office from Monday to Friday. Please contact your instructor at the above email or contact the Nursing Office at (780) 791-4889 to arrange a specific appointment time.

## **LEARNING OUTCOMES:**

**(Based on the anticipated competencies of a second-year nursing student)**

### **Levels of independence:**

**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:** Instructor tells the student what to do, about what steps to take.

**Information:** Instructor tells the 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. The student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base.

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

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

**Consultation:** The student provides instructor 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 instructor now and then.

### **Learning Outcomes**

Students are responsible to familiarize themselves with *Graduate Competencies and Year End Outcomes Collaborative BScN*. Particular attention must be paid to the competencies associated with NURS 201.

All students must practice in a manner that is consistent with the following:

1. College and Association of Registered Nurses of Alberta (CARNA), Entry to Practice Competencies for the Registered Nurses Profession (2013). Accessed at: [http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/RN\\_EntryPracticeCompetencies\\_May2013.pdf](http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/RN_EntryPracticeCompetencies_May2013.pdf)
2. CARNA Practice Standards for Regulated Members (2013). Accessed at: [http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/PracticeStandards\\_Jan2013.pdf](http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/PracticeStandards_Jan2013.pdf)

3. Canadian Nurses Association (CNA) Code of Ethics for Registered Nurses (2017). Accessed at: <https://www.cna-aiic.ca/-/media/cna/page-content/pdf-en/code-of-ethics-2017-edition-secure-interactive.pdf>

By the end of the course, the student is expected to:

1. Demonstrate, with assistance, the processes of self-directed learning, critical thinking, and group process skills in utilizing inquiry learning in all activities.
2. Demonstrate, with minimal assistance, an understanding and application of the nursing process and its components.
3. Demonstrate, with minimal assistance, the ability to use a repertoire of skills for professional and/or therapeutic communication in all learning activities.
4. Integrate knowledge and skills acquired from all teaching and learning experiences (e.g., Anatomy, Physiology, Pathophysiology, Medical Microbiology, Health Assessment), and be able to apply to nursing care situations.
5. Demonstrate a beginning knowledge of the challenges of health and health care of individuals, families and groups in diverse circumstances.
6. Demonstrate an understanding and ability to apply principles of primary health care, health promotion, disease prevention, harms reduction, social determinants of health, global citizenship, health equity, and social justice as relevant to nursing practice through the life span.
7. Demonstrate a beginning knowledge of safety within diversity, including security concepts and cultural know-how.
8. Demonstrate, with assistance, an understanding and application of fundamental aspects of teaching and learning principles.
9. Demonstrate a beginning knowledge of the concepts related to the experience of recovery and rehabilitation.
10. Demonstrate, with assistance, a beginning understanding of critical and feminist perspectives and the ways these perspectives inform nursing knowledge and practice.

### **NURSING PROGRAM POLICIES**

Please refer to the Nursing Program Student Handbook for specific Nursing Program Policies, including, attendance, examinations, withdrawal dates for classes, and plagiarism.

Refer to Keyano College Calendar for Student Rights and Responsibilities, Misconduct and Discipline, and Student Appeal Procedure.

Every student is expected to review and become familiar with the matters addressed in the Student Code of conduct Policy, Student Code of Conduct Procedure and Student Rights Policy. These address student rights, responsibilities and behavior. See below to access web links.

In addition, every student is responsible for reviewing various other policies and procedures relating to enrolment at the College which can be found on the College's website. Every student is expected to adhere to these policies and to encourage other students to do the same.

Please refer to the Student Handbook and review the following:

- Student Code of Conduct Policy (Policy 110.0)  
<http://www.keyano.ca/Portals/0/Documents/Registrar/110%20Student%20Code%20of%20Conduct%20Policy%20-%20Approved.pdf>
- Student Code of Conduct Procedure (110.1).  
<http://www.keyano.ca/Portals/0/Documents/Registrar/110.1%20Student%20Code%20of%20Conduct%20Procedures.pdf>
- Student Rights Policy (Policy 111.0)  
<http://www.keyano.ca/Portals/0/Documents/Registrar/111%20Student%20Rights%20Policy%20-%20Approved.pdf>

Refer to Appendix D for Keyano College Percentage – Alpha Grading System.

Refer to Appendix A for Inquiry-based Learning (IBL) Seminar Student and Instructor Roles and

Refer to Appendix B for Expectations for Instructors and Students in IBL Labs.

## **Plagiarism**

All students must complete the Plagiarism/Tutorial Certificate found on Moodle. To locate this information, sign into Moodle and on the right hand side of the Moodle page under the heading 'student' the tutorial can be located.

Expectations:

1. The certificate must be shown to the instructor prior to submitting any written assignment. Failure to show the instructor the certificate of completion could result in a late written assignment penalty.
2. If you have completed this tutorial in a University Studies course you can show your instructor the certificate. The tutorial is required to be completed only once during your time at Keyano unless you have left the program and returned.

## **Late Assignments**

All assignments are to be submitted as indicated in the syllabus and timetable. Extensions on assignments may be granted; however, 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**

### **Accessibility Services**

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 me know immediately so that we can discuss options. You are also welcome to contact Accessibility Services (780-791-8934) or visit their office (CC-260) to establish reasonable accommodations.

## **REQUIRED LEARNING EXPERIENCES**

### **IBL Seminars**

Students will collaboratively work through three Learning Packages using two seminar sessions for each Learning Package. Each **seminar** will be approximately three hours. Learning packages to be covered in Nursing 201 are:

- 1. Rebecca**
- 2. Melanie Clark**
- 3. Diana Sunderland**

### **Fixed Resource Seminars**

Students are expected to attend the Fixed Resource Seminars as scheduled throughout the course. Additional information relevant to the course or assignments will be presented. For times refer to the Nursing 201/202 timetable. Please note that material covered in these seminars is testable material.

- 1. Parenteral Medication Administration and Use of Glucometers (Theory)**
- 2. Documentation and Reporting**
- 3. Safety (elderly & cognitive impairment)**
- 4. Chronicity**
- 5. Culture**
- 6. Nursing Theory – Leininger's Sunrise Model will be explored**
- 7. Oxygen Therapy**

## Lab Activities

Students will participate in the lab. The **lab** will be approximately three-hours. Lab attendance, preparedness, and participation are all included in IBL marking. Moodle contains additional details for each lab, including preparation expected prior to attending. Students are expected to dress as indicated in the student handbook. The labs are:

### 1. Parenteral Medication Administration and Glucometers

#### **PLEASE NOTE:**

Attendance is an expectation for all seminar, lab and fixed resource sessions.

Refer to Appendix A and B for student and instructor roles in IBL/LAB

#### **OVERVIEW OF COURSE EVALUATION**

Grading for all course evaluation methods will be based on the Four-Point Alpha Grading System.

1. Scholarly Paper	35%
2. Quizzes Online (5)	25% (5% each)
3. Final Examination	40%
4. Tutorial Assessment Guide	<u>Pass/Fail</u>
TOTAL: 100%	

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

#### **COURSE EVALUATION:**

**Scholarly Paper: - (35%)**

**Due: March 11, 2019 at 1300 hours**

There are several reasons why some older adults with chronic conditions remain independent and active, while others decline into frailty and dependence. First, some chronic conditions, such as chronic obstructive pulmonary disease, may be more disabling or more severe than other conditions. Second, some chronic conditions, such as hypertension, may be controllable with medications. Third, some older adults have the resources to self-manage their chronic conditions so that symptoms are controlled. Thus, in cases where the chronic condition is not itself disabling (if managed) and medications are available (and affordable), the provision of support in self-management of symptoms may allow many older adults to remain in their homes or in supportive living facilities such as Rotary House. Older adults need a variety of support/resources to help them manage chronic conditions, especially when several chronic conditions are present.



The purpose of this scholarly paper is to explore the concept of support as it relates to the older adult population living with chronic conditions. In your paper, include how support is defined, who provides the support/resources (family/friends, nurses, health professionals, groups, community etc.), what type of support/resources is provided and how it will benefit this aggregate population.

This scholarly paper must incorporate both research and non-research based literature and the format for this paper must follow APA standards. The length of the paper is to be eight pages excluding the title page and reference page. The paper will be evaluated based upon the Scholarly Paper Marking Guide (See APPENDIX C).

**When submitting papers, students shall attach copies of the reference papers used – these reference papers will be returned.**

**Quizzes Online: - (25%)**

There will be five quizzes (5% each). Each quiz will have 20 multiple choice questions which will incorporate the previous scenario and/or any lab and fixed resources covered since the last quiz. The time for completion of each quiz is 30 minutes. See timetable for dates. Please refer to Appendix E for Expectations of Students Writing On-Line Exams. These expectations also cover quizzes.

**Final Exam Online: - (40%)**

This exam will have 100 questions and will incorporate content from all scenarios, fixed resources and labs. The format for the final exam will be multiple choice. The final exam will be invigilated on-site during exam week (from April 15 to April 25). The time for completion is 2 hours and 30 minutes once started. Please refer to Appendix E for Expectations of Students Writing On-Line Exams.

**Tutorial Assessment Guide (TAG): - Pass/Fail**

Students in IBL and lab are guided by student roles & responsibilities, as identified in Appendices A & B. Students will be awarded a grade of pass/fail based on this identified criteria. Instructors will meet with any student that is in danger of not achieving any of the criteria identified in **Appendix A**. 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.

**REQUIRED TEXTS**

All texts bought in Year 1 of the Program will be utilized in Nursing 201. Required Texts from Year 2 that will be utilized also include:

Adams, M.P., Holland Jr., L.N. Bostwick, P. and King, S.L. (2018) *Pharmacology for nurses: A pathophysiological approach*, (Canadian 2<sup>nd</sup> Edition) Toronto, ON: Pearson.

- Day, R. A., Paul, P., Williams, B., Smeltzer, S. C., & Bare, B. (2015). *Textbook of medical/surgical nursing* (3rd Canadian. ed.). Philadelphia, PA: Lippincott Williams & Wilkins.
- George, J. (2011). *Nursing theories: The base for professional nursing practice* (6<sup>th</sup> ed.). Upper Saddle Lake, NJ: Prentice Hall. **(on reserve in the library)**
- Monahan, F. D., Neighbors, M. & Green, C. J. (2011). *Swearingen's manual of medical-surgical nursing: A care planning resource* (7<sup>th</sup> ed.). Maryland Heights, MO: Elsevier. **(on reserve in the library)**
- Pagana, K. D., Pagana, T. J., & Pike-MacDonald, S.A. (2018). *Canadian manual of diagnostic and laboratory tests* (2<sup>nd</sup> ed.). St. Louis, MO: Elsevier.
- Skidmore-Roth, L. (2017). *Drug guide for nursing students* (12<sup>th</sup> ed.). St. Louis, MO: Elsevier.

## APPENDIX A

### Inquiry-Based Learning (IBL) Seminar Student and Instructor Roles

#### **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 IBL 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 IBL 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 IBL group work occur.
4. Students follow through with the analysis and decision-making process associated with IBL situations specifically by:
  - 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 IBL 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.

**Instructor Role:**

1. In order to facilitate the IBL principle that learning is deliberate, focused and outcome-oriented, the instructor:
  - a. Understands relationship between learning situations under exploration by students and overall goals of the Inquiry-based learning curriculum.
  - b. Serves as a learning process guide rather than a content expert for students oriented towards learning focused Inquiry-based learning outcomes.
2. In order to facilitate the IBL principle that students are active, involved, independent learners, the instructor:
  - 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 Inquiry-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 IBL principle that learning is a deliberate, deep reflective, critical activity, the instructor:
  - 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 instructor:
  - a. Expects and feels comfortable with the various phases of group development.
  - b. Uses facilitative communication skills that support task and maintenance group functions.
  - c. Fosters discussion patterns in group that involve all students.
  - d. Encourages debate and disagreement, among group members.
  - e. Supports decision-making process that has the support of all group members.

- f. Addresses dysfunctional group behaviors with entire group, constructively exploring how to reduce the negative effects on group progress.
  - g. Models constructive ways of giving others feedback about their contributions to group process.
5. In order to facilitate evaluation of student seminar performance, the instructor:
- a. Reviews and clarifies overall program goals with those of each Inquiry-based learning situation.
  - b. Helps students' articulate personal learning objectives and the means by which to evaluate whether and how well each of those objectives is attained.
  - c. Provides constructive feedback to students throughout learning process identifying both what has been as well as what remains to be achieved by student.
  - d. Prepares an evaluative report for each student indicating whether the expected seminar learning outcomes for a given term have been achieved.
6. Respecting learner needs that are both individually unique and common to groups of students, the instructor:
- 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 behaviours.
  - 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 commonalties in life experience; accepts differences in opinion.
  - f. Attends to group process in seminars/labs with interest and enthusiasm so that students feel what they are experiencing matters.
  - g. Is flexible in scheduling time to meet with students outside of usual seminar times.
7. In order to create a climate of trust in a seminar setting, the instructor:
- a. Both models and supports individual risk-taking behaviours 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.

## **APPENDIX B**

### **Expectations for Instructors and Students in IBL Labs**

#### **Instructors Role: Inquiry-Based Learning Labs**

In the labs, instructors are expected to:

- Continue to facilitate the principles of Inquiry-based learning as outlined in the document Instructor Role: Inquiry-based Learning Seminar Sessions.
- Guide students through an active learning process in a lab situation by asking questions rather than giving instructions.
- Ask questions, which stimulate the student to assess/critique/appraise, what they do not know /understand regarding skills in the lab.
- Assist the students to consider the rationale for skills learned in the lab.
- Assist the students to use research-based evidence in the development of their skills in the lab.
- Assist the students to use the principles involved with skills in lab situations.
- Motivate students to seek resources that will support their learning about lab skills.
- Act as a role model within the lab setting.
- Evaluate students' abilities to perform skills in the lab setting (e.g. OSCE'S).
- Continue to support the ongoing development of constructive group dynamics.
- Respect students as learners who have different learning styles.
- Create and foster a climate of trust within the group in the lab setting.

#### **Student Role: Inquiry-based Learning Labs**

In the labs in IBL, students are expected to:

- Continue to demonstrate an increased understanding of the principles of Inquiry-based learning (as outlined in the document Criteria for Evaluation of Student Behaviors in IBL).
- Progress through an active learning process in a lab situation by asking questions rather than seeking a demonstration.
- seek resources that will support their learning about lab skills (the students are expected to come to the labs prepared
- Ask questions, which will allow them to assess/critique/appraise what they do not know /understand regarding skills in the lab.
- Consider the rationale for skills learned in the lab.
- Apply research-based evidence to the development of their skills in the lab.
- Be involved in the ongoing development of constructive group dynamics.

## APPENDIX C

### Scholarly Paper Marking Guide

<b>UNIVERSITY OF ALBERTA COLLABORATIVE BACCALAUREATE NURSING PROGRAM KEYANO COLLEGE – JUNIOR MARKING GUIDE</b>
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The following marking system utilizes the letter grade and numerical system for the evaluation of Junior level students:

<b>Grade</b>	<b>Status</b>	<b>Criteria</b>
<b>96-100</b>	Outstanding	Outstanding integration of research and non-research-based literature in demonstrating, understanding and application of ideas. Accurately interprets and explains evidence to support conclusions. Creativity and extraordinary writing ability demonstrated. Paper has a solid structure that is concise, logical, and very well organized. Format requirements are met, as per APA 6 <sup>th</sup> edition with minimal grammatical and spelling revisions.
<b>90-95</b>	Excellent	Excellent integration of research and non-research-based literature in demonstrating, understanding and application of ideas. Generally interprets and explains evidence to support conclusions. Excellence demonstrated in executing and implementing ideas throughout. Creativity and excellent writing ability demonstrated. A concise, logical, well-organized assignment. Format requirements are met, as per APA 6 <sup>th</sup> edition with minimal grammatical and spelling revisions.
<b>85-89</b>	Very Good	Very good integration of research and non-research-based literature in demonstrating, understanding and application of ideas. Adequately interprets and explains evidence to support conclusions. Some creativity demonstrated. A concise, logical, well-organized assignment. Format requirements are met, as per APA 6 <sup>th</sup> edition with minimal grammatical and spelling revisions.
<b>80-84</b>	Very Good	Very good attempt to integrate research and non-research-based literature in demonstrating, understanding and application of ideas. Attempts to interpret and explain evidence to support conclusions. A concise, logical, well-organized assignment. Format requirements are met, as per APA 6 <sup>th</sup> edition with a few grammatical and spelling revisions.
<b>76-79</b>	Good	A good attempt to integrate research and non-research-based literature. Relevant ideas are identified; however, ideas are not fully developed and lacks evidence of understanding and application. Evidence to support conclusions is summarized. Minor revisions required with respect to presenting ideas in a concise, logical, well-organized manner. Minor format requirements are required, as per APA 6 <sup>th</sup> edition with a few grammatical and

		spelling revisions.
<b>72-75</b>	Good	Presents a good review of research and non-research-based literature. Ideas are not fully developed and lacks evidence of understanding and application. Evidence to support conclusions is summarized. Some 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 <sup>th</sup> edition.
<b>68-71</b>	Satisfactory	Demonstrates satisfactory research. Ideas are minimally developed and lacks evidence of understanding and application. Conclusions are general and minimal evidence to support conclusions is provided. Multiple revisions required in presentation of ideas in a concise, logical and well organized manner. Format requirements, spelling and grammatical expectations inconsistently met, as per APA 6 <sup>th</sup> edition.
<b>64-67</b>	Satisfactory	Demonstrates superficial research. Ideas are minimally developed and lacks evidence of understanding and application. Conclusions are general and minimal evidence to support conclusions is provided. Multiple revisions required in presentation of ideas in a concise, logical and well organized manner. Format requirements, spelling and grammatical expectations inconsistently met, as per APA 6 <sup>th</sup> edition.
<b>60-63</b>	Minimal Pass	Demonstrates minimal research. Ideas are not adequately developed and there is no evidence of understanding and application. Conclusions are superficial and no evidence to support conclusions is provided. Minimal structure and organization of ideas. Major revisions needed with respect to flow of ideas and grammatical errors. Limited application of required format, as per APA 6 <sup>th</sup> edition.
<b>55-59</b>	Poor	Demonstrates poor research. Ideas are poorly developed and there is no evidence of understanding or application. No conclusions are included. Lacks structure and poor organization of ideas. Major revisions needed with respect to flow of ideas and grammatical errors. Limited application of required format, as per APA 6 <sup>th</sup> edition.
<b>50-54 0-49</b>	Fail	Demonstrates no acceptable research. Ideas are poorly developed and presented with no evidence of understanding or application. No conclusions are offered. Lacks structure and organization. Major revisions needed with respect to flow and focus. Consistent errors in grammar, spelling and/or format, as per APA 6 <sup>th</sup> edition.  Paper is plagiarized or not handed in.



<b>Competency Levels and Year End Outcomes Bloom's Revised Taxonomy</b>		
<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"> <li>• Identifies relevant prior knowledge from nursing and related disciplines.</li> <li>• Identifies new knowledge about the concept/issue from nursing and related disciplines.</li> </ul> Understand <ul style="list-style-type: none"> <li>• Identifies the components of the concept/issue.</li> <li>• Summarizes knowledge from the selected literature.</li> <li>• Explains the relevance of the concept/topic to nursing practice.</li> </ul>
Two	<b>With guidance uses scholarly skills to apply knowledge derived from nursing and related disciplines.</b>	<b>Apply</b> <ul style="list-style-type: none"> <li>• <b>Explains how the concept/issue is applicable in nursing practice.</b></li> <li>• <b>Demonstrates, with supporting exemplars, the application of the concept/issue in a specific nursing practice situation.</b></li> </ul>
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"> <li>• Explores the interrelatedness of the components of the concept/issue.</li> <li>• Discusses the theoretical foundation of the concept/issue.</li> </ul>
Four	Independently uses scholarly writing skills to critically evaluate knowledge from nursing and related disciplines.	Evaluate <ul style="list-style-type: none"> <li>• Critiques the evidence relative to the concept/issue.</li> <li>• Describes gaps/ inconsistencies in the evidence.</li> <li>• Compares the perspective of theorists from nursing and related disciplines.</li> </ul> Create <ul style="list-style-type: none"> <li>• Presents a convincing argument for the importance of the concept/topic to client care and nursing practice.</li> <li>• Draws conclusions about the concept/issue and its potential to shape the profession of nursing.</li> </ul>

### **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.

**APPENDIX D**

**Keyano College Percentage – Alpha Grading System**

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

## APPENDIX E

### **Expectations of Students Writing On-Line Exams**

1. Students are responsible for accessing the exam from a location and computer of their choice. The student is responsible for discussing any computer/internet issues with the instructor at least two days prior to the exam date listed on the course timetable.
2. Quizzes and exams are not open book exams. It is expected that students study the content of the course prior to taking the quiz or exam. It is expected that the student complete the quiz or exam independently; that is by oneself, not in collaboration with or company of another person or persons. No photos of quiz/exam questions are to be taken via phones.
3. Once the quiz/exam has started, the student will submit their answers immediately before going on to the next question. The student will not be able review/change answers.
4. Students must ensure they have a reliable internet connection.
5. If students are writing from outside Fort McMurray or in another province, it is the students' responsibility to ensure the time change is adhered to. That is if the exam is to start at 0900 hours Alberta time and is being written in Ontario, then the time to begin the exam is at 1100 hours Ontario time. It is **strongly recommended** that students write within Alberta as Moodle may not be supported outside of the province. Students must seek permission from instructor if writing a quiz/exam outside of the province.
6. Time for online quizzes/exams will be strictly adhered to. For example, if a quiz is for thirty minutes it will be open for exactly thirty minutes. The instructor will let the student know the exact time of the quiz/exam. Fourth year students will have access to the NCLEX prep exam for 60-90 minutes after the exam closes in order for review of rationale to occur for questions they answered incorrectly.
7. No grades will be released until the instructor has had time to review the quiz/exam stats. Once the review has been done, the marks will be released. Review of quiz/exam questions in class will be done at the instructors' discretion.
8. If any issue arises during the taking of the quiz/exam, the student is to contact the instructor immediately at the time of the issue.
9. It is the responsibility of each student to be familiar with the contents of the Student Code of Conduct. It is mandatory that all students sign a form identifying they have read/or are familiar with the Student Code of Conduct. First, Second, and Third year students will have read or are familiar with the Keyano College Student Code of Conduct. Fourth year students will identify they are familiar with the University of Alberta Student Code of Conduct.