



**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM**

Grande Prairie Regional College

Grant MacEwan College

Keyano College

Red Deer College

University of Alberta

**NURSING 1900**

**2007 – 2008 COURSE OUTLINE**



Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, April 2007

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Approved: April 2007

## Nursing 1900 Course Outline

### CALENDAR STATEMENT:

**NURS 1900 Nursing in Context A** \*5 (fi 10) (first term, 1.5-6s-3 in 6 weeks).

Introduction to the professional discipline of nursing, communication theory, and context-based learning. The primary health care emphasis is on health promotion and disease prevention across the life span. Restoration and rehabilitation are introduced. Health assessment and basic nursing skills are introduced.

**COURSE HOURS:**                      LEC: 9                                      SEM: 36                                      LAB: 18

| <b>FACULTY</b>                    | <b>Office</b> | <b>Phone</b> | <b>Email</b>   |
|-----------------------------------|---------------|--------------|--|
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### Lab instructor

|                    |      |          |  |
|--------------------|------|----------|--|
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|--------------------|------|----------|--|

### COURSE DESCRIPTION:

The focus of this course is on the promotion of health and the prevention of disease and injury across the life span. Concepts from a variety of support disciplines will be discussed throughout the context-based Learning Packages. Working in small seminar groups, students will be introduced to the discipline of nursing, roles of the nurse and communication skills. Skills in the assessment of health individuals will be learned during supervised laboratory practice.

### COURSE OBJECTIVES:

#### LEVELS OF INDEPENDENCE

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

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

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

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

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

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

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

**Information:** Tutor tells the student specifics about a concept or topic.

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

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

**Consultation:** The student provides tutor with information and/or direction, and asks specific questions about the information or direction which the instructor confirms.

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

**Based on the learning goals from the Learning Packages, the current Core Concept Map, and site-specific labs, upon completion of Nursing 190, the nursing student will be able to:**

## **PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE**

### **1. Practice within the legal and ethical standards established by the College and Association of Registered Nurses of Alberta and the Canadian Nurses Association, and according to legislated scope of practice, and provincial and federal legislation.**

#### **Independently:**

- demonstrate integrity
- demonstrate responsibility and accountability

#### **With assistance:**

- demonstrate respect for values, beliefs and rights of others
- demonstrate application of legal and ethical standards:
  - plagiarism
  - confidentiality
  - Code of Student Behavior
- demonstrate commitment to the values of the profession of nursing and support of professional development of colleagues.

### **2. Engage in strategies for social and political action at a beginning level.**

#### **With assistance:**

- differentiate own values/needs/rights/obligations from values/needs/rights/obligations of others
- discuss formal and informal power structures in the context of social/political action in nursing situations
- identify nursing issues requiring social and political action
- discuss the role of the individual nurse in social and political action
- discuss the role of professional nursing organizations in social and political action
- describe the planning process for engaging in social and political action.

### **3. Demonstrate skills and attitudes necessary for life-long learning.**

#### **Independently:**

- demonstrate personal responsibility for learning.

**KNOWLEDGE-BASED PRACTICE****4. Apply a critical thinking approach to nursing.****With assistance:**

- apply critical thinking strategies in developing sound clinical judgment in relation to health promotion, and disease and injury prevention
- apply creative thinking, reflective thinking and insight in developing sound clinical judgment in relation to health promotion, and disease and injury prevention.

**5. Apply nursing knowledge, including knowledge from the arts, humanities, medical sciences, and social sciences into nursing practice.****With assistance:**

- explore selected areas of knowledge related to biological, psychological, socio-cultural and spiritual dimensions of the human response to stable variations in health
- explore selected areas of knowledge related to scope of practice and professional legislation.

**6. Demonstrate evidence-based practice.****With assistance:**

- utilize credible resources (research studies, experts, and others)
- examine research findings related to nursing situations
- describe the significance of research to practice (research studies, experts, and others)
- identify nursing problems that require investigation.

**7. Apply nursing and other relevant models/theories in the professional practice of nursing.****With assistance:**

- discuss the use of nursing models/theories/metaparadigms
- identify models/theories from other disciplines and their application into nursing
- explore the application of selected nursing models/theories into nursing practice.

**8. Demonstrate competence in health care informatics.****With assistance:**

- use a variety of selected information technology and other technology to support all scholarly activities and clinical practice.

**PROVISION OF SERVICE TO PUBLIC****9. Apply concepts and principles of primary health care.****With assistance:**

- discuss principles of primary health care with healthy individuals across the life span
- discuss knowledge of health determinants in client situations
- discuss selected health promotion activities with individuals.

**10. Demonstrate caring relationships in professional situations.****With assistance:**

- recognize the uniqueness, worth and dignity of self and others
- demonstrate caring behaviors in interpersonal activities with clients, peers and others in the health care setting.

**11. Collaborate with clients, community agencies, community members, and members of other disciplines in a variety of settings.**

**With assistance:**

- develop cooperative relationships with others to ensure learning goals are met.

**12. Demonstrate beginning leadership, management and administrative skills.**

**With assistance:**

- use effective time management strategies in coordinating client care
- describe leadership roles
- use decision-making processes
- effectively lead a small group
- effectively perform an accurate appraisal of self and others.

**13. Demonstrate the ability to deal with ambiguity and diversity.**

**With assistance:**

- identify effects of ambiguity and diversity in all learning environments
- identify ambiguity and diversity in selected nursing situations
- identify own pattern of dealing with the effects of ambiguity and diversity
- select appropriate strategies for dealing with the effects of ambiguity and diversity in selected situations.

**14. Demonstrate competence in clinical reasoning in relation to verbal and written communication, psychomotor skills, nursing process, priority setting, client education, in the promotion, restoration, rehabilitation and maintenance of health.**

**With assistance:**

- identify steps of nursing process
- use appropriate verbal communication skills
- use appropriate written communication skills
- discuss effective client education
- discuss prioritization of nursing activities
- perform selected assessment skills in a competent manner

**Independently:**

- perform selected psychomotor skills in a competent manner – lab setting.

**CONTEXT-BASED LEARNING**

**15. Demonstrate competence with context-based learning.**

**With assistance:**

- describe the components of context-based learning:
  - self-directed learning
  - group process
  - CBL process
- use the nursing process to plan nursing care for selected clients:
  - selected assessment skills
  - problem identification
  - outcomes
  - interventions
  - evaluation
- effectively use group process to facilitate learning of the group:

- respect for the values and beliefs of others
- responsibility and accountability for the learning of the group
- group roles
- caring behaviors
- self-directed learning
- influencing factors
- effectively use critical thinking in the group:
  - brainstorming
  - exploring (creativity, depth, breadth and relevancy)
  - sources of information
- use communication skills to enhance the context-based learning processes:
  - sharing personal information
  - articulation
  - clarity
  - conciseness
  - relevancy
  - seeking and providing opinions, information and direction
  - receiving and giving feedback
- use writing skills to enhance the context-based learning processes:
  - legibility
  - appropriateness
  - clarity
  - conciseness
  - relevancy.

### **REQUIRED RESOURCES**

1. Core Concept Map: Nursing 1900: Also available on Blackboard
2. Working Definitions: Available on Blackboard
3. Learning Packages: Susan; Toddler Safety; Megan; Zachary; Bridge Players: Also on Blackboard
4. Graduate Competencies and Year-end Outcomes: Available on Blackboard
5. Grade Descriptors: Within this course outline
6. Map of Theoretical Labs, Clinical Labs, and Clinical Seminars: Also available on Blackboard
7. Tutorial Assessment Guide (TAG): Also available on Blackboard.
8. Other site-specific resources

## REQUIRED TEXTBOOKS

- American Psychological Association (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed). Washington, DC: Author.
- Canadian Nurses Association (2002) *Code of ethics for nurses*. Available online at [http://www.cna-nurses.ca/cna/documents/pdf/publications/CodeofEthics2002\\_e.pdf](http://www.cna-nurses.ca/cna/documents/pdf/publications/CodeofEthics2002_e.pdf)
- Chabner, D.E. (2005). *Medical terminology: A short course* (4<sup>th</sup> ed). Philadelphia, PA: Elsevier Saunders.
- Potter, P.A. & Perry, A.G. (2005). *Canadian fundamentals of nursing* (3<sup>rd</sup> ed.). St Louis, MI: Elsevier Mosby.
- Osis, M. (2002). *Dosage calculations in SI Units* (4<sup>th</sup> ed.). Toronto, ON: Elsevier Mosby.
- Vollman, A., Anderson, E., McFarlane, J. (2004). *Canadian community as partner*. Philadelphia, PA: Lippincott Williams & Wilkins.
- Wilson, SI & Giddens, J.F. (2005). *Health assessment for nursing practice* (3<sup>rd</sup> ed.). St Louis, MO: Elsevier Mosby
- Wilson, B.; Shannon, M.; Shields, K.; Stang, C. (2008). *Prentice Hall nurses drug guide 2008*. Upper Saddle River, NJ: Pearson Prentice Hall.

## REQUIRED LEARNING EXPERIENCES

1. CBL Tutorial
2. Lab Activities

## RECOMMENDED LEARNING EXPERIENCE

It is **highly** recommended that you attend the weekly Nursing Fixed Resource sessions. The material covered in these sessions will not be covered anywhere else and will be testable material.

## LEARNING EXPERIENCES

Please read the **Student Handbook** (which you will receive at orientation) so that you understand the **Context Based Learning** (CBL) concept and program offered at the Grande Prairie Regional College. Program policies and procedures can also be found in the handbook for your reference.

There are three components that make up every theory course of the nursing program. These components are; **tutorial, laboratory, and nursing fixed resource sessions. Attendance in tutorial and laboratory is expected and attendance will be taken; attendance in fixed resource sessions is highly recommended. Absences in any of the organized activities may affect your performance and grades achieved.**

**Tutorial:** In CBL tutorials, specific learning packages and scenarios are discussed in small groups. Under the guidance of a tutor, you and your group will brainstorm questions which you have in relation to the scenario and divide up questions for data collection. You will then gather information regarding a specific content area and present this information to the group at another tutorial session. Since tutorials are one of the cornerstones of your learning, marks are allotted for attendance and performance in tutorials. The tutor is responsible for providing a final evaluation of each student's behaviour in tutorial. Criteria for determining marks are found in the appendices of the course outline as well as a Student Self Evaluation of Performance in Tutorial form.

**Laboratory:** In the laboratory setting, you will have the opportunity to develop communication and psychomotor skills as well as apply theoretical content. Theoretical content covered in the labs will be tested in written examinations. Selected psychomotor skills learned during lab will be tested through the

testing strategy called OSCE (Objective Structured Clinical Examination). This objective examination of clinical skills is designed to ensure competence of skills prior to the start of the clinical experience.

**Nursing Fixed Resource Sessions:** Nursing fixed resource sessions are additional presentations where a tutor or an outside expert presents information that would not normally be covered in the tutorial or lab process.

### REQUIRED EVALUATION

1. Evaluation of student behavior in CBL tutorial will be based on the Tutorial Assessment Guide (TAG).
2. An evaluation plan congruent with Year 1 outcomes (from 'Graduate Competencies and Year-end Outcomes' document) is required.

### EVALUATION COMPONENTS

| Item                        | Due                                       | Weighting |
|-----------------------------|---|-----------|
| 1. Paper                    | September 21, 2007 by 1200 hrs            | 25%       |
| 2. Mid term examination     | September 27 <sup>th</sup> 0830-0950 hrs  | 25%       |
| 4. Final examination        | October 25 <sup>th</sup> 0830-0950        | 30 %      |
| 5. Tutorial evaluation      | week of October 24 by appt                | 15%       |
| 6. Medical Terminology Quiz | prior to October 15 <sup>th</sup> by 0830 | 5%        |

#### Additional Testing

|                  |  |           |
|------------------|--|-----------|
| Psychomotor OSCE | Oct 10 <sup>th</sup> or 11 <sup>h</sup> by app't | Pass/Fail |
| Dosage Calc Quiz | Oct 15 <sup>th</sup> by 0830 hrs                 | Pass/Fail |

#### 1. Paper

The purpose of this paper is to introduce you to the concepts of scholarly writing using APA formatting.

- Write a five paragraph paper.
  - Find and summarize a definition of health found in the literature.
  - Discuss how your own definition of health either mirrors or differs from this definition.
  - The paper is to be a minimum of 2 pages excluding the title page and reference list.
- Grading criteria for this assignment are found as appendix 1.

#### 3. Written examinations (midterm and final)

The midterm exam will be multiple choice; the final exam will include some short answers. The theoretical content covered in the scenarios, labs, and nursing fixed resource sessions will be

tested. Though no specific questions will be asked regarding medical terminology, working knowledge of such terminology is expected in order to understand and be able to answer the questions asked.

**A. Midterm examination:**

September 27<sup>th</sup> 0830-0950 hrs in the normal fixed resource time. Content tested in this exam will include information from the learning packages “Susan”, and “Toddler Safety”. Content from labs and nursing fixed resources presented up to and including Sept 20<sup>th</sup>, will also be tested.

**B. Final examination:**

October 25<sup>th</sup> 0830-0950 hrs in the normally scheduled fixed resource time. Content tested in this exam will include information from the learning packages “Megan”, “Zachary” and “Bridge Players”. Labs and nursing fixed resource content presented from September 24<sup>th</sup> up to and including Oct 18<sup>th</sup> will also be tested.

**4. Tutorial Evaluation**

Criteria to be evaluated are listed in the Tutorial Assessment Guide (TAG) found in appendix 2. A verbal mid-term evaluation will be scheduled about mid-point during the course where you and your tutor will discuss your progress and learning edges. A final evaluation will take place by appointment with your tutor during the last week of class. Please print off a copy of the TAG, assess your own success, fill in the TAG with specific examples of how you met the indicators under each section, and prepared to discuss that success. Your final TAG mark will be determined in collaboration between you and your tutor.

**5. OSCE**

You will be tested on hand washing and vital sign assessment skills according to criteria provided. The pass mark is 80%. You must attempt the OSCE when it is scheduled, and if needed will have two additional attempts to ensure your success. Testing will occur Wednesday Oct 10<sup>th</sup> and Thursday Oct 11<sup>th</sup> during scheduled lab times. Twenty four students will be tested each day and a sign up sheet will be posted the week of October 4<sup>th</sup>. The lab on Tuesday October 09<sup>h</sup> will be a flexible day for OSCE practice.

**6. Dosage Calculations and Medical Terminology Quizzes:**

You must be able to perform mathematical calculations when administering medications and performing other nursing measures. You are required to purchase M. Osis, (2003) *Dosage Calculations in SI units*. Complete Chapters 1 and 2 using the practice quizzes. You must pass the Dosage Calculation quiz with a mark no lower than 90%.

You also need to know medical terminology. You are required to purchase D Chabner, (2005) *Medical Terminology: A short course* and complete exercises in chapters 1 and 2. The medical terminology quiz mark will account for 5% of your overall course grade.

Separate **electronic Quizzes** on both Dosage Calculation and Medical Terminology must be completed by October 15<sup>th</sup> at 0830 hrs. These quizzes will be available online using the Blackboard site. You will need to go to the library to access the quizzes because it is password protected. You **may not** work in groups. You may access the quizzes anytime prior to 15 October according to your own progress in completing the self directed learning.

### ALPHA GRADING SYSTEM

Grande Prairie Regional College uses the Alpha grading system and the following approved letter codes in nursing courses offered by the College. All final grades will be reported to the registrar's office using alpha grades. Alpha grades will be converted to a four point equivalence for the calculation of Grade Point Averages. **Nursing courses are graded differently than other courses; C- is the minimum passing grade. For example, whereas you can carry a D in Psychology, you cannot carry a D in NS 1900. Please check your calendar p.37 for other course grading.**

| Alpha Grade | 4 Point Equivalence | Percentage | Descriptor   |
|-------------|---------------------|------------|--|
| A+          | 4.0                 | 95-100     | Excellent  |
| A           | 4.0                 | 90-94      |  |
| A-          | 3.7                 | 85-89      | First Class Standing                                     |
| B+          | 3.3                 | 80-84      |  |
| B           | 3.0                 | 75-79      | Good   |
| B-          | 2.7                 | 70-74      |  |
| C+          | 2.3                 | 66-69      | Satisfactory   |
| C           | 2.0                 | 63-65      |  |
| C-          | 1.7                 | 60-62      | Poor<br><b>Minimum Passing grade for Nursing Courses</b> |
| F           | 0.0                 | 0-59       | <b>Failing grade for Nursing Courses</b>                 |

1. All papers and written assignments will be letter graded
2. Exams raw scores will be converted to percentage and then assigned a letter grade.
3. Component letter grades will be calculated according to the weight of the assignment for a final score. Example below

Example:

| Assignment          | Alpha Grade | Equivalence | Conversion      |
|---------------------|-------------|-------------|-----------------|
| Paper               | A-          | 3.7 x .25   | = 0.92          |
| Mid term exam       | 77%=B       | 3 x .25     | = 0.75          |
| Final exam          | 82%=B+      | 3.3 x .30   | = 0.99          |
| Tut eval            | A           | 4 x .15     | = 0.60          |
| Medical Terminology | 70%=B-      | 2.7 x .05   | =0.14           |
|                     |             |             | Total = 3.4= B+ |

### LATE ASSIGNMENT POLICY

- All assignments and course evaluation strategies are required to be completed by the time and date specified in the course outline.
- Extension of the time specified for submission *may* be granted in case of illness or extenuating circumstances. Extensions *must* be negotiated with the instructor *prior* to the required submission time and date. A new date and time will be specified and will then become the required time and date of submission for the assignment.
- **A penalty will be imposed for all late assignments and course evaluation strategies. A letter grade per class day will be deducted from the total value of the assignment for each day the assignment is late.** For example, an annotated bibliography assignment which received a B+ but is handed in one class day late, will receive a final grade of B on the assignment.

### WITHDRAWAL

Last day for withdrawal without financial penalty is October 05, 2007.

## Appendix 1

### Nursing 1900 Scholarly Paper Grading System Descriptions

|                                   |  |
|-----------------------------------|--|
| <b>Excellent</b><br>23-25         | Extraordinary and creative writing ability demonstrated in development and presentation of ideas. Outstanding integration of definition of literature and own definition of health. Paper has structure and is well organized. Identifies relevant ideas. Creative and thorough integration of theoretical and/or empirical knowledge with own ideas. Consistent congruency between concepts. Grammatical presentation and APA format requires minimal to no revision. |
| <b>Very Good</b><br>20-22         | Sound writing ability evidenced. Structure and organization of paper is appropriate. Integration of theoretical and/or empirical knowledge is evident. Identifies key ideas and justifies conclusions appropriately. Grammatical presentation and APA format requires more revision than an excellent paper.   |
| <b>Good,<br/>Average</b><br>17-19 | Generally well written with some specific areas regarding structure and/or organization requiring improvement. Integration of theoretical and/or empirical knowledge with own ideas is evident. Incorrect grammatical structures and spelling errors evident. APA format requires more revision.   |
| <b>Satisfactory</b><br>13-16      | Content is present, however there is a lack of structure and organization within the paper. Poor integration of theoretical knowledge with own ideas. Incorrect grammatical structures and spelling errors evident. APA requires major revision.   |
| <b>Failing Grade</b><br>1-12      | Organization and scope of ideas are inadequate. Writing demonstrates inability to carry out assignment directions. Information superficially addressed. Grammar and format of paper are poorly done. No evidence of APA formatting.  |
| 0                                 | Paper not handed in; paper plagiarized.  |

**N1900 Fall 2007  
Tutorial Assessment Guide**

4: Excellent    3: Very Good    2: Good, Average, Satisfactory    1: Minimal Pass    0: Fail

**Student Name** \_\_\_\_\_ **Tutor Name** \_\_\_\_\_

**STUDENT NAME: (Print)** \_\_\_\_\_

Grades are determined according to student achievement of bulleted items on the Tutorial Assessment Guide (TAG).

To receive a mark of four (4) on individual bulleted items, the student consistently exceeds the expectations of each of those items on the TAG.

To receive a mark of three (3) on individual bulleted items, the student occasionally exceeds the expectations of each of those items on the TAG

To receive a mark of two (2) on individual bulleted items, the student consistently meets the expectations of each of those items on the TAG.

To receive a mark of one (1) on individual bulleted items, the student occasionally does not meet the expectations of each of those items on the TAG .

To receive a mark of zero (0) on individual bulleted items, the student regularly does not meet the expectations of each of those items on the TAG .

|   | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| <b>1. CONTENT</b>   |   |   |   |   |   |
| <p><b>1.1</b> With assistance, identify selected areas of knowledge to explore concepts in learning packages: bio-psychosocial, spiritual, cultural concepts, and nursing theories/models</p> <p><b>1.2</b> With assistance, identify the values expressed in the CNA Code of Ethics</p> <p><b>1.3</b> With assistance, identify elements of effective group process</p> <p><b>1.4</b> With assistance, identify criteria used to determine the credibility of resources.</p> <p><b>1.5</b> With assistance, identify information relevant to the scope of practice and professional legislation regulating the practice of professional nurses (CARNA Standards)</p> <p><b>1.6</b> With assistance, identify elements of critical thinking:</p> <p style="padding-left: 20px;"><b>1.6.1</b> deliberate and organized</p> <p style="padding-left: 20px;"><b>1.6.2</b> significant and relevant brainstorming</p> <p style="padding-left: 20px;"><b>1.6.3</b> comprehensive information</p> <p style="padding-left: 20px;"><b>1.6.4</b> significance of evidence-based information to practice</p> <p style="padding-left: 20px;"><b>1.6.5</b> identify predispositions to critical thinking</p> |   |   |   |   |   |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| <p><b>2. NURSING PRACTICE</b></p> <p>2.1 With assistance, identify the steps of the nursing process to examine content relevant to each scenario</p> <p>2.2 With assistance, identify the significance of specific skills relevant to each scenario.</p>   |   |   |   |   |   |
| <p><b>3. GROUP PROCESS</b></p>   | 4 | 3 | 2 | 1 | 0 |
| <p>3.1 With assistance, demonstrate respect for the values and beliefs of others</p> <p>3.2 With assistance, demonstrate responsibility and accountability to the development of group:</p> <ul style="list-style-type: none"> <li>3.2.1 adhere to group norms of punctuality and presence</li> <li>3.2.2 contribute to the development of acceptable group norms</li> <li>3.2.3 adhere to the group norm of participation</li> <li>3.2.4 identify behaviors inconsistent with group norms</li> <li>3.2.5 identify unprofessional behavior</li> <li>3.2.6 identify issues and concerns</li> <li>3.2.7 seek resolution to conflicts / concerns</li> <li>3.2.8 help the group to evolve through the maturing process (forming, storming, norming, performing).</li> </ul> <p>3.3 Demonstrate responsibility and accountability to the learning process of the group:</p> <ul style="list-style-type: none"> <li>3.3.1 With assistance, participate in the development of appropriate learning goals</li> <li>3.3.2 With assistance, prepare for tutorial session</li> <li>3.3.3 With considerable assistance, provide constructive feedback.</li> </ul> <p>3.4 With assistance, demonstrate competence with group process by assuming an active, functional role both verbally and non-verbally. Helps group stay focused on task.</p> <p>3.5 With assistance, demonstrate caring behaviors in interpersonal interactions.</p> <p>3.6 With minimal assistance, collaborate with peers to ensure that learning goals are met by:</p> <ul style="list-style-type: none"> <li>3.6.1 encouraging participation of others</li> <li>3.6.2 developing cooperative relationships with others</li> </ul> <p>3.7 With assistance, identify formal and informal power structures in the group.</p> <p>3.8 With assistance, assumes a variety of roles in the group, including leader, recorder, facilitator / motivator, and others as identified by the group.</p> <p>3.9 With assistance, demonstrate self-directed learning by:</p> <ul style="list-style-type: none"> <li>3.9.1 identifying own style of working in the group</li> <li>3.9.2 monitoring own performance during tutorial</li> <li>3.9.3 actively learning about self through reflection</li> <li>3.9.4 accepting feedback</li> <li>3.9.5 actively identifying own strengths and areas for growth that affect the learning / tutorial process.</li> <li>3.9.6 identifying strategies to address areas for change</li> </ul> |   |   |   |   |   |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| <p><b>3.10</b> With assistance, identify situations of ambiguity and how diversity may affect group process</p> <p><b>3.11</b> With assistance, recognize how own values, beliefs and prior experiences contribute to assumptions made by self</p> <p><b>3.12</b> With assistance, acknowledge how assumptions may affect group process/learning.</p>  |   |   |   |   |   |
| <p><b>4. CRITICAL THINKING</b></p>   | 4 | 3 | 2 | 1 | 0 |
| <p><b>4.1</b> With assistance, demonstrate critical thinking:</p> <ul style="list-style-type: none"> <li><b>4.1.1</b> brainstorming thoroughly</li> <li><b>4.1.2</b> explaining, exploring and utilizing key concepts effectively</li> <li><b>4.1.3</b> proposing connections between concepts</li> <li><b>4.1.4</b> proposing concepts for further exploration</li> </ul> <p><b>4.2</b> With assistance, explore learning packages with depth and breadth:</p> <ul style="list-style-type: none"> <li><b>4.2.1</b> using varied and creative resources</li> <li><b>4.2.2</b> developing content in a thorough manner</li> <li><b>4.2.3</b> contributing to discussion that is relevant to the learning goals</li> <li><b>4.2.4</b> openly examining own and other's points of view</li> </ul> <p><b>4.3</b> With assistance, use credible resources</p> <p><b>4.4</b> With assistance, analyze articles for purpose, question/hypothesis, information, key concepts, implications for nursing, conclusions.</p> |   |   |   |   |   |
| <p><b>5. COMMUNICATION</b></p>   |   |   |   |   |   |
| <p><b>5.1</b> Independently articulate ideas and information clearly.</p> <p><b>5.2</b> Independently share personal information appropriately.</p> <p><b>5.3</b> With assistance, facilitate group process:</p> <ul style="list-style-type: none"> <li><b>5.3.1</b> orienting group members</li> <li><b>5.3.2</b> monitoring progress</li> <li><b>5.3.3</b> summarizing information effectively</li> <li><b>5.3.4</b> seeking direction as necessary</li> <li><b>5.3.5</b> being enthusiastic</li> <li><b>5.3.6</b> being sensitive to interpersonal dynamics</li> <li><b>5.3.7</b> providing feedback</li> </ul> <p><b>5.4</b> With assistance, ensure the group's understanding of information by asking questions, seeking and giving opinions, checking comprehension, and giving more information as needed.</p> <p><b>5.5</b> With assistance, intentionally apply a variety of communication skills.</p>   |   |   |   |   |   |

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| <b>6. WRITING ACROSS THE CURRICULUM</b>   |   |   |   |   |   |
| 6.1 Handouts are clear, legible and appropriate.  |   |   |   |   |   |
| 6.2 Electronic communication is clear, concise and appropriate. This includes e-mails, web CT.                              |   |   |   |   |   |
| 6.3 With assistance, formative evaluations are concise, precise and relevant to criteria; includes examples.                |   |   |   |   |   |
| 6.4 With minimal assistance, summative evaluations are concise, precise and relevant with integration of specific examples. |   |   |   |   |   |
| <b>COMMENTS:</b>  |   |   |   |   |   |
|   |   |   |   |   |   |

Signature \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_