



**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM**

Grande Prairie Regional College

Keyano College

Red Deer College

University of Alberta

**NURSING 1940  
COURSE OUTLINE  
Winter, 2010**

**Group A      January 5<sup>th</sup> to February 19<sup>th</sup>, 2010**  
**Group B      February 22<sup>nd</sup> to April 16<sup>th</sup>, 2010**

**Originally developed by the Clinical Experience Development Committee**

**Revised by the Learning Experiences Development Committee, April 2007**

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**Approved: May 2008**

## Nursing 1940 Course Outline

### CALENDAR STATEMENT:

**NURS 1940 Nursing in Context A1** \*5 (fi 10) (first term, 1.5-6s-3 in 6 weeks).

A continuation of the study of concepts introduced in NURS 1900 with a focus on teaching and learning principles and increased health assessment and basic nursing skills. Prerequisite: NURS 1900.

<b>COURSE HOURS:</b>	LEC: 9	SEM: 36	LAB: 18
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### COURSE DESCRIPTION:

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

### FACULTY:

#### Group A:

Teresa Evans RN, MN (course leader)	H201	<a href="mailto:tevens@gprc.ab.ca">tevens@gprc.ab.ca</a>	(780) 539-2805
Asha Parmar BA, RN, BScN	H212	<a href="mailto:aparmar@gprc.ab.ca">aparmar@gprc.ab.ca</a>	(780) 539-2892
Raelynn Shaughnessy RN, BScN	C428	<a href="mailto:rshaughnessy@gprc.ab.ca">rshaughnessy@gprc.ab.ca</a>	(780) 539-2212
Jim Wohlgemuth RN, BScN	H132	<a href="mailto:jwohlgemuth@gprc.ab.ca">jwohlgemuth@gprc.ab.ca</a>	(780) 539-2709

#### Group B:

Melanie Hamilton RN, MN (course leader)	H215	<a href="mailto:mhamilton@gprc.ab.ca">mhamilton@gprc.ab.ca</a>	(780) 539-2761
Bonny Townsend RN, BScN	J223	<a href="mailto:btownsend@gprc.ab.ca">btownsend@gprc.ab.ca</a>	(780) 539-2213
Denene Miller RN, BN	H205	<a href="mailto:dmiller@gprc.ab.ca">dmiller@gprc.ab.ca</a>	(780) 539-2053

### TUTORIAL CLASSES:

#### Group A

Section	Instructor	Room	Dates	Times
A3	Asha Parmar	B305	Mon/Wed	0830-1120
B3	Jim Wohlgemuth	C316	Mon/Wed	0830-1120
C3	Raelynn Shaughnessy	A308	Mon/Wed	0830-1120

#### Group B

Section	Instructor	Room	Dates	Times
D3	Denene Miller	C316	Mon/Wed	0830-1120
E3	Bonny Townsend	B305	Mon/Wed	0830-1120

**NURSING FIXED RESOURCE SESSIONS (FRS):**

Group A S1 (all sections)	D308	Friday	1000-1120
Group B S2 (all sections)	H211	Friday	1000-1120

**LABORATORY COMPONENT:****Group A****Lab Instructors:**

Teresa Evans,  
Jim Wohlgemuth

**Lab Times:**

<b>Section</b>	<b>Room</b>	<b>Dates</b>	<b>Times</b>
L1	J131	Monday	1430-1720
L2	J131	Tuesday	1430-1720
L3	J131	Wednesday	1430-1720

**Group B****Lab Instructors:**

Bonny Townsend,  
Denene Miller

**Lab Times:**

<b>Section</b>	<b>Room</b>	<b>Dates</b>	<b>Times</b>
L4	J131	Monday	1430-1720
L5	J131	Tuesday	1430-1720

**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 every now and then.

**Based on the learning goals from the Learning Packages, the current Core Concept Map, and site-specific labs, upon completion of NURS 194, 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 Behaviour
- 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 healthcare 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 behaviours 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 behaviours
  - 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 - Available on Moodle**

1. Core Concept Map: NS 1940
2. Working Definitions
3. Learning Packages: We're Expecting; Mark Hofer; Jean; Melanie Clark
4. Graduate Competencies Year-end Outcomes
5. Tutorial Assessment Guide (TAG)

**REQUIRED TEXTBOOKS:**

American Psychological Association (2010). *Publication manual of the American psychological association* (6<sup>th</sup> ed.). Washington, DC: Author.

Canadian Nurses Association (2008). *Code of ethics for nurses*. Retrieved from [http://www.cna-aiic.ca/CNA/documents/pdf/publications/Code\\_of\\_Ethics\\_2008\\_e.pdf](http://www.cna-aiic.ca/CNA/documents/pdf/publications/Code_of_Ethics_2008_e.pdf)

Chabner, D.E. (2009). *Medical terminology: A short course* (5<sup>th</sup> ed.). Philadelphia, PA: Elsevier Saunders.

Pickar, G.A., Graham, H., Swart, B., & Swedish, M (2009). *Dosage calculations* (1<sup>st</sup> Canadian ed.). Toronto: Nelson Education Ltd.

Potter, P.A. & Perry, A.G. (2009). *Canadian fundamentals of nursing* (4<sup>th</sup> ed.). Toronto: Elsevier Canada.

Vollman, A., Anderson, E., & McFarlane, J. (2007). *Canadian community as partner* (2<sup>nd</sup> ed.). Philadelphia, PA: Lippincott, Williams and Wilkins.

Estes, M. & Buck, M. (2008). *Health assessment and physical examination* (1<sup>st</sup> ed.). Toronto: Thomson Nelson.

Wilson, B., Shannon, M, & Shields, K. (2009). *Prentice hall nurse's drug guide 2009*. Upper Saddle River, NJ: Pearson Prentice Hall.

**OPTIONAL TEXTBOOKS:**

Ricci, S. S. & Kyle, T (2009). *Maternity and pediatric nursing* (1<sup>st</sup> ed.). Philadelphia, PA: Lippincott, Williams and Wilkins. **A copy is on reserve in the library.**

## REQUIRED LEARNING EXPERIENCES

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

1. **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, grades are allotted for attendance and performance in tutorials. The tutor is responsible for providing a final evaluation of each student's behaviors in tutorial.

Learning Packages for NS 1940:

WE'RE EXPECTING	MARK HOFER	JEAN	MELANIE CLARK
Pregnancy (33 YO)	8-YO male with CF Hutterite	28-YO female Sex trader worker Abuse, vulnerable populations	49-YO female with breast lump Pre-menopause

2. **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. Please refer to the NS 1940 Lab Manual for further information related to labs.

## RECOMMENDED LEARNING EXPERIENCE

3. **Nursing Fixed Resource Sessions (FRS)** are additional presentations where a tutor or an outside expert presents information that would not normally be covered in the tutorial or lab. Please note that information from fixed resource sessions is testable material. Attendance in fixed resource sessions is highly recommended.

**WITHDRAWL DATE:** Last date to withdraw with permission:

**Group A:** February 5<sup>th</sup>, 2010  
**Group B:** April 5<sup>th</sup>, 2010

**COURSE EVALUATION**

Assignment	Group A Due:	Group B Due:	% of Final Grade:
1. Clinical Judgment Exercise	Monday January 25 <sup>th</sup> at 0830	Monday March 22 <sup>nd</sup> at 0830	20%
2. Scholarly Paper	Monday February 1 <sup>st</sup> at 0830	Monday, March 29 <sup>th</sup> at 0830	30%
3. Tutorial Evaluation (TAG)	Midterm: January 18-22 <sup>nd</sup> Final: February 18, 19 <sup>th</sup>	Midterm: March 16-18 <sup>th</sup> Final: April 15-16 <sup>th</sup>	15%
4. Final Examination	February 17 <sup>th</sup> 0830	Week of April 19 <sup>th</sup> -23 <sup>rd</sup> TBA	35%
5. OSCE	February 9 <sup>th</sup>	April 6 <sup>th</sup>	Pass/Fail

**1. Clinical Judgment Exercise:****Value: 20% of Final Grade**

In the Clinical Judgment Exercise, self-directed learning abilities, and critical thinking skills are assessed. You will be given a nursing situation and instructions for completion, including specific questions to be answered. There will be a FRS the week prior explaining the assignment and expectations so that students are more clear on what this assignment is about.

The exercise will be handed out in the nursing fixed resource:

**Group A: Friday, January 22<sup>nd</sup>, 2010 and Due: Monday January 25<sup>th</sup> at 0830**

**Group B: Friday, March 19<sup>th</sup>, 2010 and Due: Monday March 22<sup>nd</sup> at 0830**

The marking guide is Appendix C. All references must be cited on a reference page. APA guidelines are to be strictly followed.

**2. Scholarly Paper:****Value: 30% of Final Grade**

Choose **one** target population from the following list:

- Fetus
- School aged child
- Adult
- Middle-aged adult

Identify a common injury or illness, **relevant in Alberta**, associated with the age group.

Using a minimum of 5 journal articles, one of which must be nursing research, identify:

- The cause of the injury or illness
- The general incidence of the injury or illness in Alberta. If you cannot find this data for Alberta, give the data for Canada.

Based on the literature, identify nursing strategies to prevent the injury or illness in your target population. Consider the concepts of Health Promotion and Injury/Illness Prevention in developing your paper.

This paper should be 1500 – 2000 words, typed, double-spaced, and in APA format. The marking guide is attached as Appendix A.

Appropriate writing style and APA will be evaluated according to the following criteria:

- The paper is structured according to APA format, with a title page, untitled introduction, body organized by appropriate headings, conclusion, references, and appendices if needed
- Spelling and grammar are correct.
- Ideas are clearly articulated with effective communication of interpretations and conclusions.
- Information is well organized, such that logical links are evident within paragraphs, within sections, and among sections of the paper.
- Relevant evidence is used to support statements and is accurately cited and referenced.
- The paper shows evidence of:
  - critical thinking, including analysis and synthesis
  - integration of theory and personal experiences
  - original thinking

### 3. Evaluation of Student Behavior in Tutorial:

Value 15% of final grade.

Students' performance in tutorial is vital to self and other's learning. You will be assessed in the according to the items on the TAG. Input from your peers may be used in addition to your own self evaluation and the tutor's evaluation. Attendance at CBL tutorial is required. Absence will jeopardize successful completion of the course.

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 goals.

A **final evaluation** will take place by appointment with your tutor, during the last week of class. Final TAG grade will be determined in collaboration between the student and tutor.

During the Final Evaluation, students are to:

1. Print off a copy of the TAG (Appendix B).
2. Assess their own success, strengths and areas to work on
3. Fill in the TAG with specific examples of how they met the indicators under each section, and be prepared to discuss the examples.

**4. Final Examination:****Value: 35% of Final Grade**

This examination will be a combination of multiple choice questions and short answer questions evaluating the theoretical content covered in the scenarios, laboratory experiences, and fixed resource sessions. Medical terminology content will be used when asking a number of the questions. Three hours will be provided for writing this examination.

**5. OSCE****Value: Pass/Fail**

This objective examination of clinical skills is designed to ensure competence of skills learned in the laboratory setting. Each student will be expected to perform selected skills, according to criteria provided, at a competency level of 80%.

**OSCEs for NS 1940: Abdominal Assessment & Aseptic Technique (Dressing Changes)**

A student **MUST** attain a mastery of 80% to pass the OSCE. Students are required to pass the OSCE to pass the course, Nursing 1940. If the student remains unsuccessful, a grade of "F" will be assigned to the course.

A Signup sheet will be posted the week prior to OSCEs. For more information please refer to NS 1940 Lab Manual.

**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.

**A penalty will be imposed for all late assignments and course evaluation strategies. One letter grade per class day will be deducted from the total value of the assignment for each day the assignment is late.** For example, a scholarly paper, valued at B and handed in one class day late, will be valued at a B-.

**PLAGIARISM AND CHEATING POLICY**

*Please refer to your Rights and Responsibilities section in the Grande Prairie Regional College 2009/2010 Calendar.*

We expect honesty from our students. This demands that the contribution of others be acknowledged (GPRC Calendar, 2009-2010). Penalties will be given according to the degree of the plagiarism or cheating. If you are unsure whether an action is plagiarism or not, please consult your tutor. Cheating refers to dishonest conduct such as speaking in an exam, bringing written material not authorized by the tutor, tampering with grades, or consciously aiding another student to cheat).

### **SPECIALIZED SUPPORT AND DISABILITY SERVICES:**

Students who require special accommodations in this course due to disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Student Services Special Needs Councilor Rosemary Kay.

### **GRANDE PRAIRIE REGIONAL COLLEGE GRADING SYSTEM; GRADING CRITERIA FOR NURSING COURSES:**

Grande Prairie Regional College uses the Alpha grading system and the following approved letter codes for nursing courses. 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 1940.

#### **Passing Grades in Nursing Courses:**

Alpha Grade	4 Point Equivalent	Descriptor
<b>A+</b>	<b>4.0</b>	<b>Excellent</b>
<b>A</b>	<b>4.0</b>	<b>Excellent</b>
<b>A-</b>	<b>3.7</b>	<b>First Class Standing*</b>
<b>B+</b>	<b>3.3</b>	<b>First Class Standing*</b>
<b>B</b>	<b>3.0</b>	<b>Good</b>
<b>B-</b>	<b>2.7</b>	<b>Good</b>
<b>C+</b>	<b>2.3</b>	<b>Satisfactory</b>
<b>C</b>	<b>2.0</b>	<b>Satisfactory</b>
<b>C-</b>	<b>1.7</b>	<b>Satisfactory</b>

#### **Failing Grades in Nursing Courses**

Alpha Grade	4 Point Equivalent	Descriptor
<b>D+</b>	<b>1.3</b>	<b>Poor/Minimal Pass</b>
<b>D</b>	<b>1.0</b>	<b>Poor/Minimal Pass</b>
<b>F</b>	<b>0.0</b>	<b>Failure</b>

Very Good/Above Average is an alternate descriptor for First Class Standing.

### NS 1940 ASSIGNMENT OF FINAL GRADE

Student Name: \_\_\_\_\_

A grade will be assigned for each assignment using the marking criteria and then based on the grade descriptors (excellent, good, satisfactory, poor). A grade of C- is the minimum passing grade for any nursing course with exception of NS 1050- and NS 2150. Please see GPRC 2009-2010 Calendar for Academic Progression Criteria page 110).

Please see

<b>Evaluation</b>	<b>Grade</b>	<b>4-point Equivalent</b>	<b>Percentage of Total Mark</b>	<b>Value</b>
Clinical Judgment			20%	
Paper			30%	
TAG			15%	
OSCE			Pass/Fail	
Final Exam			35%	
				<b>TOTAL:</b>

Total 4-Point Equivalent Values:

Translated to Final Grade:

Grades for each assignment were translated into the 4-point equivalent, were then multiplied by the percentage of total mark for each assignment. The value of those percentages is added up to make a total. That total was converted back into the Alpha grade scale to receive your final grade. If you have any questions or concerns, please see your tutorial tutor. Your final exams can be viewed by setting up an appointment with your tutor.

**Instructor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Appendix A**  
**GRADING CRITERIA SCHOLARLY PAPER**  
**NS 1940**  
**Winter 2010**

<b>Grade</b>	<b>Descriptor</b>	<b>Criteria</b>
<b>A+</b>	<b>Outstanding</b>	Extraordinary assignment. Chose an injury/illness which is very significant in Alberta and fully supported choice by statistics regarding the incidence. References scholarly in their content, authorship and depth. Demonstrates outstanding critical thinking; objectively and comprehensively analyses the references to support recommendations for nursing strategies. Conclusions are fully justified. Grammatical presentation and APA format requires minimal to no revision.
<b>A</b>	<b>Excellent</b>	Excellent assignment. Chose a significant illness/injury in Alberta which is statistically supported. References scholarly in their content, authorship and depth. Demonstrates excellent critical thinking by objectively and fully analyzing references to support recommendations for nursing strategies. Conclusions are made and justified. Grammatical presentation and APA format requires minor revision.
<b>A-</b>	<b>Very Good to Excellent</b>	Demonstrates a majority of the elements of an excellent assignment, however some elements are not as strongly demonstrated
<b>B+</b>	<b>Very Good</b>	Well written assignment. Chose an illness or injury which although significant, is not as fully supported in the literature for incidence in Alberta. References are scholarly but not as in depth as those of an A grade paper. Demonstrates very good critical thinking skills, is able to analyze references and draw conclusions. There is less depth in justification of nursing strategies. Grammatical presentation and APA format requires more substantial revision than those of an A grade paper.
<b>B</b>	<b>Good to Very Good</b>	Demonstrates a majority of the elements of a very good assignment, however, some elements are less clearly articulated.
<b>B-</b>	<b>Good</b>	Generally well written assignment. Chose an illness or injury less significant for Alberta and had difficulty in relating incidence. Critical thinking is evident but there is some difficulty in analysis of the references or some key elements are missing. Conclusions are not well justified. APA/grammar requires more substantial revisions than very good assignment.
<b>C+</b>	<b>Satisfactory to Good</b>	Demonstrates a majority of the elements of a good assignment, however, some elements are less clearly articulated.
<b>C</b>	<b>Satisfactory</b>	Acceptably written. Chose an illness which is not particularly significant in Alberta and not supported by incidence levels in the literature. References would not be a primary site to use. Most elements of the assignment are met, but there are gaps in the analysis. Conclusions are weak and only superficially justified. APA format and grammar are inconsistent and require major revision.
<b>C-</b>	<b>Pass to Satisfactory</b>	Demonstrates a majority of the elements of a satisfactory assignment, however, some elements are less clearly articulated.
<b>D</b>	<b>Minimal Pass</b>	Chose an illness irrelevant to Alberta. The reference content, authenticity, authorship are suspect in level of scholarship. Many elements of the assignment are missing. Conclusions are very weak and not justified. Minimal evidence of APA format and grasp of grammatical concepts.
<b>F</b>	<b>Fail</b>	Assignment is not handed in/plagiarized. References chosen have no scholarly attributes. Unable to identify any of the elements or follow the directions of the assignment. Draws unwarranted or erroneous conclusions. Material is presented superficially. No evidence of APA or grammatical concepts.

**Appendix B**  
**NS 1940 Tutorial Assessment Guide**  
**Used in conjunction with the course objectives**

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

**TUTOR'S NAME (Print):** \_\_\_\_\_

*\*Student's overall performance will be assessed in each of the three categories.*

**Excellent (A)**

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

**Very Good (B)**

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

**Good/Satisfactory (C)**

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

**Marginal (D)**

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

**Unsatisfactory (F)**

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

<b>RCO = Relevant Course Objectives</b>						
<b>Please refer to the course outlines for the course objectives.</b>						
<b>RCO</b>	<b>1.SELF-DIRECTED LEARNING</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
4, 5, 6	<b>1.1</b> Identifies gaps in knowledge.					
3	<b>1.2</b> Acknowledges own strengths and weaknesses in the process of learning.					
3	<b>1.3</b> Participates actively in defining own learning objectives.					
6, 8	<b>1.4</b> Selects appropriate resources to meet own learning needs.					
3, 8	<b>1.5</b> Uses credible and/or evidence-based resources to meet own learning needs.					
3	<b>1.6</b> Demonstrates effective actions to meet own learning needs.					
1	<b>1.7</b> Takes responsibility for actions and their consequences to self and group.					
4	<b>1.8</b> Evaluates learning outcomes.					
3, 12	<b>1.9</b> Seeks constructive feedback.					
12, 14	<b>1.10</b> Responds to constructive feedback.					

<b>Comments:</b>						
<b>RCO</b>	<b>2. GROUP PROCESS</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
11	<b>2.1</b> Contributes to the development of group objectives and norms.					
10, 11, 12	<b>2.2</b> Helps keep the group task oriented.					
10, 14, 15	<b>2.3</b> Communicates ideas and information using a variety of communication skills.					
1, 11	<b>2.4</b> Assumes leadership role in group interaction.					
1, 11	<b>2.5</b> Actively facilitates the learning of others.					
12, 1	<b>2.6</b> Respects the values and opinions of others.					
1, 11, 14	<b>2.7</b> Provides constructive feedback to others.					
1, 3	<b>2.8</b> Completes all tasks as negotiated within the group.					
11, 12	<b>2.9</b> Takes constructive action to address group concerns or conflict.					
1	<b>2.10</b> Is present and punctual.					
<b>Comments:</b>						
<b>RCO</b>	<b>3. CRITICAL THINKING</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
2, 4	<b>3.1</b> Analyses the scenario/situation/context in a systematic, organized way including ethical, social, legal, and political implications.					
4	<b>3.2</b> Identifies and clarifies the elements of the scenario/situation/context.					
4, 7, 9	<b>3.3</b> Interprets, analyses, and applies relevant theories, concepts, and facts.					
4	<b>3.4</b> Makes links with prior relevant readings experience or knowledge.					
4, 5, 7	<b>3.5</b> Demonstrates an understanding of underlying concepts.					
1, 3, 4	<b>3.6</b> Critically reflects on own thinking and asks questions to clarify obscure points and to enhance understanding.					
3, 4, 6	<b>3.7</b> Checks accuracy, validity and comprehensiveness of information provided to the group.					
3, 4, 6, 13	<b>3.8</b> Generates and considers alternative perspectives.					
3, 4, 6	<b>3.9</b> Justifies reasons or actions.					

**Comments:**

**Summary comments:**

Overall Grade: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Tutor's Signature

**Appendix C**  
**NS 1940**  
**Clinical Judgment Exercise Grading Criteria:**

<b>GRADE</b>	<b>Excellent (A)</b>	<b>Very Good (B)</b>	<b>Good (C)</b>	<b>Marginal (D)</b>	<b>Fail (F)</b>
<b>BRAINSTORMING</b>	List of brainstorming questions demonstrate comprehensiveness and relevance to the scenario and pertinent to nursing.	List of brainstorming questions generally demonstrate comprehensiveness and relevance to the scenario and nursing however, some gaps in content areas noted.	List of brainstorming questions are incomplete but mostly relevant to the scenario and nursing.	List of brainstorming questions are incomplete and are mostly irrelevant to scenario and nursing.	List of brainstorming questions are incomplete, irrelevant and/or ambiguous.
<b>PRIORITIZING/CRITICAL THINKING</b>	Priority concern is relevant to scenario and rationale for choice is in depth, concise, and comprehensive.	Priority concern is relevant to scenario. Rationale is clear and comprehensive, but some gaps exist.	Priority concern is identified with vague rationale but is relevant to scenario. Somewhat disorganized.	Priority concern is incomplete and mostly irrelevant to scenario. Rationale is unclear and vague.	Priority concern is incomplete and irrelevant. Rationale provided is ambiguous or non-existent.
<b>RESOURCES</b>	Creatively uses an extensive list of various resources that are credible, current and specific to research topic.	Uses a variety of resources which are credible, current and generally related to research topic. List of resources is less extensive.	Uses some resources which are credible and related to research topic. List of resources is minimal with less variety.	Uses limited resources to support information. Resources potentially lack credibility and may not be current. Difficulty in relating literature to research topic.	Uses minimal or no resources which are not credible.

<b>GRADE</b>	<b>Excellent (A)</b>	<b>Very Good (B)</b>	<b>Good (C)</b>	<b>Marginal (D)</b>	<b>Fail (F)</b>
<b>SUMMARY OF FINDINGS</b>	Provides a detailed and concise summary of information. All concepts related to the topic chosen are included. Easy to read and understand. 3 Key points show critical thinking and clear understanding of the importance of this topic to nursing.	Summary is detailed and easy to read and understand. Most concepts related to the topic are included. 3 key points are identified and explained.	Summary has some good information but lacks depth and clarity. Missing some information that would be important to include related to the topic. Difficult to understand why 3 key points were prioritized above others. Information somewhat vague.	Information vague and missing key information. Key points not clearly identified nor is it clear why they were prioritized.	Information unclear and lacking most information about the topic.
<b>NURSING PRACTICE (Care of Client)</b>	Clearly and concisely applies the 3 key points to nursing practice. Information is comprehensive. Clearly incorporates key points into client health and education.	Most key points apply to nursing practice and are in-depth. Incorporates key points into client health and education.	Some key points applied to nursing practice. Considers some client health and education.	Nursing practice discussed but not relevant to the key points. Superficially considers client health and education.	No relation of key points to nursing practice. Did not identify any health or education.

<b>GRADE</b>	<b>Excellent (A)</b>	<b>Very Good (B)</b>	<b>Good (C)</b>	<b>Marginal (D)</b>	<b>Fail (F)</b>
<b>PILLARS OF PRIMARY HEALTH CARE (PHC)</b>	Clearly and comprehensively explains how the pillars of Primary Health Care relate and apply to their priority.	Clearly explains how the pillars of Primary Health Care relate and apply to their priority.	Primary Health Care Pillars are explained but lacking or missing content when applying these to the priority.	Primary Health Care Pillars are not clearly explained. Poor relation of Pillars to priority.	Little or no identification or application of the Pillars of Primary Health Care to priority.
<b>APA FORMAT GRAMMAR/ SPELLING/ ORGANIZATION</b>	Exceptionally well written, organized and legible. Relationship between ideas evident. Almost entirely free of errors in grammar, punctuation, and spelling. APA and referencing format requires minimal revisions.	Well written, organized and legible. May contain a few errors in grammar, punctuation and spelling but does not impede understanding. APA and referencing format requires minor revisions.	Legible, adequately organized although relationship between ideas unclear in places. Several errors in grammar, punctuation, and spelling which may be confusing but does not impede overall understanding. APA and referencing format requires some revisions.	Content is present, however, lack of structure and organization is evident. Contains many grammar, punctuation, and spelling errors throughout that impede understanding. APA and referencing format is inconsistent and incorrect.	Disorganized, difficult to read. Errors in grammar, punctuation, and spelling prohibits clear readability. APA is poorly done, or there is evidence of plagiarism. There is no evidence of referencing and/or there is evidence of plagiarism in citations.