



**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM**

Grande Prairie Regional College  
MacEwan  
Keyano College  
Red Deer College  
University of Alberta

**NURSING 3900  
Nursing in Context C  
Fall 2006**

**2006 – 2007 COURSE OUTLINE**

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

**Revised by the Learning Experiences Development Committee, April 2006**

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Approved: May 2006.

## Nursing 3900 Course Outline

### CALENDAR STATEMENT:

**NURS 3900 Nursing in Context C** \*5 (fi 10) (first term, 1.5-6s-3 in 6 weeks).

Within the context of primary health care focus is on restoration, rehabilitation and support of clients experiencing more acute variances in health. Discussion related to health promotion and disease prevention continues. Advanced health assessment and nursing skills are introduced. Prerequisites: NURS 151, 291, 294, 295.

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

### COURSE DESCRIPTION:

Through the process of Context-Based Learning, the goal of this course is to continue development of concepts of health, health promotion, professional nursing, and human responses across the lifespan. The focus shifts to care of clients (individuals, family, groups) in institutions and community experiencing acute and complex variances in health.

### 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 students 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:** clinical tutor tells student what to do, about steps to take

**Information:** clinical tutor tells student specifics about a concept, topic

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

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

**Confirmation:** clinical tutor provides positive feedback for correct information and direction provided by the student

**Consultation:** student provides clinical 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 clinical 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 3900, the nursing student will be able to:

### **PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE**

**1. Practices 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:**

- demonstrates integrity
- demonstrates responsibility and accountability

**With minimal guidance:**

- demonstrates respect for values, beliefs and rights of others

**With guidance:**

- demonstrates application of legal and ethical standards
  - plagiarism
  - confidentiality
  - Code of Student Behavior
- demonstrates commitment to the values of the profession of nursing and support of professional development of colleagues

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

**With guidance:**

- differentiates own values / needs/ rights / obligations from values / needs / rights / obligations of others
- discusses formal and informal power structures in the context of social / political action in nursing situations
- identifies nursing issues requiring social and political action
- discusses the role of the individual nurse in social and political action
- discusses the role of professional nursing organizations in social and political action
- describes the planning process for engaging in social and political action

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

**Independently**

- demonstrates personal responsibility for learning

### **KNOWLEDGE BASED PRACTICE**

**4. Applies a critical thinking approach to nursing**

**With guidance:**

- applies critical thinking strategies in developing sound clinical judgment in relation to acute variances in health
- applies creative thinking, reflective thinking and insight in developing sound clinical judgment in relation to acute variances in health

**5. Applies nursing knowledge, including knowledge from the arts, humanities, medical sciences, and social sciences into nursing practice.**

**With guidance:**

- explores selected areas of knowledge related to biological, psychological, socio-cultural and spiritual dimensions in response to acute variances in health

- explores selected areas of nursing knowledge related to scope of practice and professional legislation

**6. Demonstrates evidence based practice.**

**With guidance:**

- utilizes credible resources (research studies, experts, and others)
- examines research findings related to nursing situations
- describes the significance of research to practice (research studies, experts, and others)
- identifies nursing problems that require investigation.

**7. Applies nursing and other relevant models/theories in the professional practice of nursing.**

**With guidance:**

- explains the use of nursing models / theories / metaparadigms
- explains models / theories from other disciplines and their application into nursing
- explores the application of selected nursing models / theories into nursing practice.

**8. Demonstrates competence in health care informatics.**

**With guidance:**

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

**PROVISION OF SERVICE TO PUBLIC**

**9. Applies concepts and principles of primary health care.**

**With guidance:**

- discusses principles of primary health care with clients and families experiencing acute variances in health
- discusses knowledge of health determinants in client situations
- discusses selected health promotion activities with individuals, families and groups

**With minimal assistance:**

- discusses selected strategies with aggregates

**10. Demonstrates caring relationships in professional situations.**

**With guidance:**

- discuss how caring behaviors can influence health and healing
- demonstrates caring behaviors in interpersonal activities with clients, peers and others in the health care setting
- discuss caring relationships with clients

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

**With guidance:**

- develops cooperative relationships with others to ensure learning goals are met

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

**With guidance:**

- uses effective time management strategies in coordinating client care
- describes leadership roles

- uses decision-making processes
- effectively leads a small group
- effectively performs an accurate appraisal of self and others

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

**With guidance:**

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

**14. Demonstrates 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 guidance:**

- identify steps of nursing process
- uses appropriate verbal communication skills
- uses appropriate written communication skills
- discusses effective client education
- discusses prioritization of nursing activities

**Independently:**

- performs selected psychomotor and assessment skills in a competent manner – lab setting

**CONTEXT BASED LEARNING**

**15. Demonstrates competence with context based learning.**

**Independently:**

- 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 390
2. Working Definitions
3. Learning Packages: Thomas, Jennifer Hardy, Katherine Wilde, Carl Claybourn & May James, Issues in Organizations
4. Graduate Competencies and Year End Outcomes
5. Grade Descriptors
6. Map of Theoretical Labs, Clinical Labs, and Clinical Seminars
7. Tutorial Assessment Guide (TAG)

## REQUIRED TEXTS:

Fortinash, K.M. & Holoday-Worret, P.A. (2004). *Psychiatric mental health nursing* (3<sup>rd</sup> ed.). St. Louis, MO: Mosby.

Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2004). *Medical-Surgical nursing: Assessment and management of clinical problems*, (6<sup>th</sup> ed.) St. Louis, MO: Mosby.

McIntyre, M. & Thomlinson, E., & McDonald, C. (2006). *Realities of Canadian nursing: Professional practice and power issues* (2<sup>nd</sup> ed.) Philadelphia, PA: Lippincott.

Pilletteri, A. (2003). *Maternal and child health nursing: Care of the childbearing and childrearing family* (4<sup>th</sup> ed.). Philadelphia, PA: Lippincott

## RECOMMENDED TEXTS:

Ross Kerr, J., & MacPhail, J. (2002). *Canadian Nursing: Issues and perspectives* (4th ed.) St. Louis, MO: Mosby.

**RECOMMENDED TEXTS (cont'd):**

Fortinash, K.M. & Holoday-Worret, P.A. (2003) *Psychiatric nursing care plans* (4<sup>th</sup> ed.). St. Louis, MO: Mosby  
Pathophysiology textbook  
Pharmacology textbook  
Laboratory Tests & Diagnostic Procedures Text  
Other references as needed

**ADDITIONAL RESOURCES:**

International Council of Nurses. (2005). *ICNP, Version 1: International Classification for Nursing Practice*. Geneva: International Council of Nurses.

**REQUIRED LEARNING EXPERIENCES**

1. CBL Tutorial
2. Lab Activities

**RECOMMENDED LEARNING EXPERIENCES:**

1. Fixed Resource Sessions

**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 3 level outcomes (from Graduate Competencies and Level Outcomes document) is required.

**COURSE EVALUATION**

Evaluation of student will be based on the course objectives and on:

- Content
- Critical thinking
- Group process
- Communication
- Nursing practice
- Writing across the curriculum.

<u>Assignment</u>	<u>Weighting</u>	<u>Due</u>
Tutorial Assessment Guide	15%	End of course
Scholarly Paper	30%	September 29, 2006 at 1200
Clinical Judgment Exercise	15%	October 12, 2006 at 0830
Final Exam	40%	October 26, 2006, 0830-1130
OSCEs	Pass/Fail	October 24, 2006, 0830-1630

### 1. Tutorial Assessment Guide (15 %)

Attendance at CBL tutorials is required; absence will jeopardize successful completion of the course. By the end of the course the student must **consistently** demonstrate appropriate behaviours in order to pass. (See Academic Documents on Blackboard for the Tutorial Assessment Guide Form). Students are expected to complete a **written self-evaluation** at the completion of the course, the instructor will complete an evaluation and the grade will be discussed between the tutor and student.

### 2. Clinical Judgement Exercise (15 %)

Students will be given a nursing situation and asked to provide a solution to the health care problem. This assignment will be given to students on October 11, 2006 at 1120 hrs and will be **due on October 12, 2006 @ 0830**.

Areas that you will be asked to specifically address are:

1. What assessments would be necessary?
2. What **3 key** nursing diagnoses would be probable?
  - (a) What would the **priority** nursing diagnosis be? (the most important one of the above 3 diagnoses). Provide your rationale for choosing that priority.
3. What is the expected outcome for the client, related to the priority nursing diagnosis?
4. What are the **5 most important** nursing interventions required to address the problem identified as the priority nursing diagnosis? Provide rationale for these interventions.
5. How would you evaluate the expected outcome related to the priority nursing diagnosis?

**APA format, (5th edition) is to be used to cite the references. The page limit is to be no more than 5 pages, including charts and/or tables, but excluding the title page and references. A minimum of 3 references are required.**

### 3. Scholarly Paper (30 %)

Each student will write a scholarly paper describing, discussing and analyzing a health care **trend** or **issue** related to professional nursing practice.

“A **trend** is a direction of events or social attitudes; a change to be noted, described and observed. It has a neutral connotation and exists over a period of time. Trends arise from society and are constantly changing. Examples of trends include: the aging of the Canadian population, reduced government spending, increasing technology, globalization, and primary health care reform....

An **issue** can be described as a point in question and involves an important subject for debate. An issue implies that there is a dilemma or challenge arising from the change. Issues arise out of trends and the challenges they create require a response from individuals, groups or changes to the system. Examples of issues include: reduced health care spending which has created issues for individual nurses and the profession as a whole” (CNA, 2001, pp 3-4).

(Definitions taken from *Working Definitions for the Collaborative Baccalaureate Nursing Program* (revised April 2006).

Suggested topics for this paper are listed below. If a student wants to choose a topic not listed, they are advised to discuss the chosen topic with their tutor to confirm its appropriateness.

#### **Suggested topics:**

- Specialization in nursing
- Nursing unions
- Ethical issues
- Graduate education
- Professional regulatory bodies
- Image of nursing
- Legislation relative to nursing
- Spiritual Care
- Advanced Nursing Practice
- Nursing Informatics
- Professional boundaries
- Legal issues
- Nursing research
- International nursing
- Nurse abuse
- Leadership in nursing
- Quality of nurses' work life
- Nursing Workforce Issues
- Interdisciplinary Health Care Teams
- Role of nurses in policy development

#### The paper should include:

- definition/description of the issue; discussion/explanation of the trend
- history and/or evolution of the issue/trend (if applicable)
- current factors influencing the issue/trend
- implications now and in the future for nurses/nursing, clients or the health care system

APA format is required. Papers will be 10-12 pages exclusive of title page and references.

#### 4. Exam (40 %)

This three hour final examination will consist of multiple choice and short answer questions. It will include **all materials** listed in the core concept map, **material covered in labs and fixed resource sessions**.

Refer to the *Student Handbook 2006-2007* for the University of Alberta Collaborative Bachelor of Science in Nursing Program with Grande Prairie Regional College for **Examination Policies**.

#### 5. OSCEs (Pass/Fail)

- OSCEs will be graded as either pass or fail
- To achieve a passing grade, all identified essential/critical components of the skill must be demonstrated
- Students must pass OSCEs to obtain credit in the course.
- If unsuccessful on first test, opportunity for two retests within the next 5 days can be given. Students will be given remedial work as identified by instructor and student, based on learning needs.
- Before booking for a retest, students must show they have completed the remedial assignment.

#### Important Dates:

**September 13, 2006** Last day to change registration adding fall semester courses in most programs.

**September 20, 2006** Last day to change registration by dropping fall semester and full-year courses. Students dropping fall or full-year courses after this date will be assessed full fees for those courses. Fall fees are due. Last day to opt out of the Student Health/ Dental plan.

**October 6, 2006** Last day to withdraw with permission from first block classes in Nursing. Withdrawal from a course after this date will result in a failing grade.

#### Assignment Policy (GPRC Department of Nursing Education Policy)

It is expected that ALL assignments must be completed to obtain credit in the course. Assignments are expected to be passed in at the time and place they are due. Extensions may be granted and must be negotiated with the instructor prior to the due date and with a date specified for late submissions.

A penalty of one alpha grade for each working day that an assignment is submitted after the due date will be deducted from the final mark. For example, a paper marked at B+ would receive an adjusted grade of B if handed in one day late. Late assignments are due by 4:00 p.m. and must be verified (stamped with date and time) by Nursing office personnel.

## **Plagiarism and Cheating**

Refer to the 2006-2007 Grande Prairie Regional College calendar for Academic Regulations regarding Plagiarism, Cheating and penalties related to these Academic offences. Students need to be familiar with College policies as well as their Rights and Responsibilities related to Student Conduct.

The instructor reserves the right to use electronic plagiarism detection services.

### **Grading System:**

Effective July 1, 2003 Grande Prairie Regional College uses the alpha grading system and the following approved letter codes for all programs and courses offered by the College.

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

**These are considered passing grades in Nursing courses**

D+	1.3	Poor
D	1.0	Minimal Pass
F	0.0	Failure

**These are NOT considered passing grades in Nursing courses.**

Students *may* receive a grade of D or D+ in an assignment or component of a course, but must have an overall grade of C- to achieve a passing grade in a nursing course.

**\*\*Note: Refer to the 2006-07 Grande Prairie Regional College calendar for further details regarding the grading policy and Progression Criteria in the Bachelor of Science in Nursing program.**

## **Final Grade Assignment**

Each assignment in the course will be given an alpha grade according to the grading criteria for each assignment. Grades for each assignment in NS 3900 will be translated into a 4-point equivalent; then this number will be multiplied by the weighting of the assignment to determine a score. The scores for each assignment will be added together for a total score in the course. This total score will then be used to determine the final alpha grade in the course. If you have any questions or concerns, please see your tutor.

### Scholarly Paper Criteria and Grade Equivalents

<b>Grade</b>	<b>Descriptor</b>	<b>Criteria</b>
<b>A<sup>+</sup></b>	<b>Outstanding</b>	Extraordinary and creative writing ability demonstrated in development and presentation of ideas. Outstanding integration of theoretical and/or empirical knowledge. Consistent identification of salient argument(s) throughout. Objective application of evidence and reasons to support warranted, justified conclusions and appropriate generalizations in relation to the topic. Grammatical presentation and APA format requires minimal revision.
<b>A</b>	<b>Excellent</b>	Excellent writing ability demonstrated. Paper has structure and is well organized. Identifies relevant ideas. Creative and thorough integration of theoretical and/or empirical knowledge with own ideas. Thoughtfully evaluates major alternative points of view. Draws warranted conclusions. Grammatical presentation and APA format requires minimal revision.
<b>A<sup>-</sup></b>	<b>Very Good to Excellent</b>	Demonstrate a majority of the elements of an excellent paper, however, some elements are presented at the very good level.
<b>B<sup>+</sup></b>	<b>Very Good</b>	Sound writing ability evidenced. Structure and organization of paper is appropriate. Integration of theoretical and/or empirical knowledge is evident. Accurate interpretation of evidence, statements, graphics, and questions related to the topic, allows for identification of most key ideas. Justifies conclusions appropriately. Grammatical presentation and APA format requires some revision.
<b>B</b>	<b>Good to Very Good</b>	Demonstrates a majority of the elements of a very good paper, however, some elements are presented at a good level.
<b>B<sup>-</sup></b>	<b>Good</b>	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 in the identification of key ideas. Offers some relevant supporting evidence for ideas. Draws conclusions. Explanation of assumptions and reasons for conclusions is inadequate. A few incorrect grammatical structures and spelling errors evident. APA format requires some revision.
<b>C<sup>+</sup></b>	<b>Satisfactory to Good</b>	Demonstrates a majority of the elements of a good paper, however, some elements are presented at a satisfactory level.
<b>C</b>	<b>Satisfactory</b>	Acceptably written with several specific areas regarding structure and organization needing improvement. An attempt to integrate theoretical and/or empirical knowledge with own ideas is evident. Identifies a few key ideas, however, information is incomplete and/or superficial. Several incorrect grammatical structures and spelling errors are present. APA format is inconsistently followed throughout the paper.
<b>C<sup>-</sup></b>	<b>Satisfactory to Pass</b>	Demonstrates a majority of the elements of a satisfactory paper, however, some elements are presented a pass level
<b>D</b>	<b>Minimal Pass</b>	Content is present, however, there is a lack of structure and organization within the paper. Poor integration of theoretical and/or empirical knowledge with own ideas. Little evidence of analysis or evaluation or alternative points of view. Justifies few conclusions with superficial explanation of reasons. Incorrect grammatical structures and spelling errors evident. Minimal evidence of APA format.
<b>F</b>	<b>Fail</b>	Organization and scope if ideas are inadequate. Misinterprets evidence, statements, graphics, questions, etc. Draws unwarranted or fallacious conclusions. Writing demonstrates inability to carry out assignment directions. Information is superficially addressed. Ignores alternative points of view. Many grammatical and spelling errors. Minimal evidence of APA format. Paper not handed in. Paper is plagiarized.

## NS 3900 Clinical Judgement Grading Criteria

### A

Key assessment areas identified and are complete, clearly stated and concise. Comprehensive assessment data relevant to scenario.

Nursing diagnoses are pertinent, realistic and clearly identified. Written in problem/related to etiology format.

Priority nursing diagnosis with rationale.

Rationale demonstrates comprehensive insight, clarity, depth and understanding of nursing practice.

Goals are comprehensive, relevant, specific, achievable and measurable and related to the priority nursing diagnosis.

Nursing interventions are clearly stated, specific, relevant, comprehensive and supported by relevant and credible evidence.

Clearly describes how goal achievement would be evaluated.

Exceptionally well organized and legible. Relationship between ideas evident. Minimal errors in grammar and spelling.

### B

Key assessment areas identified but not clearly stated, concise or comprehensive.

Nursing diagnoses identified are realistic but not clearly written in problem/related to etiology format.

Priority nursing diagnosis with rationale demonstrates very good depth, clarity and insight.

Most goals are relevant, specific, achievable, measurable and related to the priority nursing diagnosis.

Nursing interventions are clearly stated but less comprehensive. Evidence to support interventions not clearly related to scenario.

Identifies how outcomes will be evaluated, but lacks some clarity or depth.

Well organized and legible. Some errors in grammar and spelling.

### C

Assessment areas are incomplete. Relevance and relationship to scenario not clearly evident.

Nursing diagnoses identified but are not concise or explicit.

Priority nursing diagnosis is identified but rationale lacks some depth, clarity and insight.

Some goals are related to nursing diagnosis, but are not measurable or specific.

Most obvious nursing interventions are stated, but are not specific. Evidence to support the interventions lacks relevance or is not applicable.

Evaluation criteria are undeveloped or lack specificity.

Legible, adequately organized although relationship between ideas unclear in places. Several errors in grammar and spelling.

**D**

Assessment is superficial and incomplete in relation to scenario.

Identification of probable nursing diagnoses is unclear, ambiguous or irrelevant.

A priority nursing diagnosis is identified but rationale does not support relevance to scenario.

Few goals are identified but may not be related to nursing diagnosis. Some goals are not measurable or specific.

Some relevant nursing interventions are missing and the evidence provided to support nursing interventions lacks credibility, eg: sources are questionable or depth of research is lacking.

Evaluation criteria are irrelevant, incomplete, superficial or underdeveloped.

Content is present, however lack of structure and organization is evident. Many errors in grammar or spelling.

**F**

Identified assessments inadequate, irrelevant and/or ambiguous.

Nursing diagnoses identified are not nursing diagnoses.

Unable to clearly identify the priority nursing diagnosis or provide rationale.

Goals unrelated to nursing diagnosis, not measurable or specific.

Nursing interventions identified are irrelevant. No evidence or sources cited to support the interventions identified.

No evaluation criteria stated.

Disorganized, difficult to read. Errors in grammar and spelling prohibits clear readability.

**NS 3900 Tutorial Assessment Guide**

**A-Excellent B- Very Good C-Good, Average, Satisfactory D-Minimal Pass F-Fail**

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

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

	A	B	C	D	F
<p><b>1. CONTENT</b></p> <p>1.1 With minimal assistance apply, selected areas of knowledge to explore concepts in learning packages: bio-psychosocial, spiritual, cultural concepts, and nursing theories/models.</p> <p>1.2 With minimal assistance apply the values expressed in the CNA Code of Ethics.</p> <p>1.3 Independently, identify elements of effective group process.</p> <p>1.4 With minimal assistance apply criteria used to determine the credibility of resources.</p> <p>1.5 With assistance apply information relevant to the scope of practice and professional legislation regulating the practice of professional nurses (CARNA Standards).</p> <p>1.6 With assistance, apply elements of critical thinking:</p> <ul style="list-style-type: none"> <li>1.6.1 deliberate and organized</li> <li>1.6.2 significant and relevant brainstorming</li> <li>1.6.3 comprehensive information</li> <li>1.6.4 significance of evidence-based information to practice</li> <li>1.6.5 identify predispositions to critical thinking</li> </ul>					
<p><b>2. NURSING PRACTICE</b></p> <p>2.1 With guidance, explain how the nursing process can be applied to each scenario.</p> <p>2.2 With assistance, identify the significance of specific skills relevant to each scenario and incorporates the knowledge of those skills into the discussion of care.</p>					
<p><b>3. GROUP PROCESS</b></p> <p>3.1 Independently, demonstrate respect for the values and beliefs of others.</p> <p>3.2 Demonstrate responsibility and accountability to the development of group by:</p> <ul style="list-style-type: none"> <li>3.2.1 with guidance, contribute to the development of acceptable group norms</li> <li>3.2.2 independently adhere to group norms of punctuality and presence</li> <li>3.2.3 with minimal guidance, adhere to the group norm of participation</li> <li>3.2.4 independently identify behaviors inconsistent with group norms</li> <li>3.2.5 independently identify unprofessional behavior</li> <li>3.2.6 independently identify issues and concerns</li> <li>3.2.7 with guidance, seek resolution to conflicts / concerns</li> <li>3.2.8 with guidance, helps the group to evolve through the maturing process (forming, storming, norming, performing).</li> </ul>					

	A	B	C	D	F
<p><b>3.3</b> Demonstrate responsibility and accountability to the development of group by:</p> <ul style="list-style-type: none"> <li><b>3.3.1</b> independently participate in the development of appropriate learning goals</li> <li><b>3.3.2</b> with guidance prepare for tutorial session</li> <li><b>3.3.3</b> with guidance, provide constructive feedback</li> </ul> <p><b>3.4</b> Independently demonstrate competence with group process by assuming an active, functional role both verbally and non-verbally. Helps group stay focused on task.</p> <p><b>3.5</b> With guidance, demonstrate caring behaviors in interpersonal interactions.</p> <p><b>3.6</b> With minimal guidance, collaborate with peers to ensure that learning goals are met by:</p> <ul style="list-style-type: none"> <li><b>3.6.1</b> encouraging participation of others</li> <li><b>3.6.2</b> developing cooperative relationships with others</li> </ul> <p><b>3.7</b> With guidance, identify formal and informal power structures in the group.</p> <p><b>3.8</b> Independently, assume a variety of roles in the group, including leader, recorder, facilitator / motivator, and others as identified by the group.</p> <p><b>3.9</b> With guidance, demonstrate self-directed learning by:</p> <ul style="list-style-type: none"> <li><b>3.9.1</b> identifying own style of working in the group</li> <li><b>3.9.2</b> monitoring own performance during tutorial</li> <li><b>3.9.3</b> actively learning about self through reflection</li> <li><b>3.9.4</b> accepting feedback</li> <li><b>3.9.5</b> actively identifying own strengths and areas for growth that affect the learning / tutorial process</li> <li><b>3.9.6</b> identifying strategies to address areas for change</li> </ul> <p><b>3.10</b> With guidance, identify situations of ambiguity and how diversity may affect group process.</p> <p><b>3.11</b> With guidance, recognize how own values, beliefs and prior experiences contribute to assumptions made by self and others.</p> <p><b>3.12</b> With guidance, acknowledge how assumptions may affect group process/learning.</p>					

	A	B	C	D	F
<p><b>4. CRITICAL THINKING</b></p> <p>4.1 With guidance, demonstrate critical thinking by:</p> <ul style="list-style-type: none"> <li>4.1.1 brainstorming thoroughly</li> <li>4.1.2 explaining, exploring and utilizing key concepts effectively</li> <li>4.1.3 proposing connections between concepts</li> <li>4.1.4 proposing concepts for further exploration</li> </ul> <p>4.2 With guidance, explore learning packages with depth and breadth by:</p> <ul style="list-style-type: none"> <li>4.2.1 using varied and creative resources</li> <li>4.2.2 developing content in a thorough manner</li> <li>4.2.3 contributing to discussion that is relevant to the learning goals</li> <li>4.2.4 openly examining own and other's points of view</li> </ul> <p>4.3 Independently, use credible resources</p> <p>4.4 With assistance, analyze articles for purpose, question/hypothesis, information, key concepts, assumptions, implications for nursing, inferences, conclusions, and possible areas for future study.</p>					
<p><b>5. COMMUNICATION</b></p> <p>5.1 Articulate ideas and information clearly.</p> <p>5.2 Share personal information appropriately.</p> <p>5.3 Independently, facilitate group process by:</p> <ul style="list-style-type: none"> <li>5.3.1 orienting group members</li> <li>5.3.2 monitoring progress</li> <li>5.3.3 summarizing information effectively</li> <li>5.3.4 seeking direction as necessary</li> <li>5.3.5 being enthusiastic</li> <li>5.3.6 being sensitive to interpersonal dynamics</li> <li>5.3.7 providing feedback</li> </ul> <p>5.4 Independently, ensure the group's understanding of information by asking questions, seeking and giving opinions, checking comprehension, and giving more information as needed.</p> <p>5.5 Independently intentionally apply a variety of communication skills.</p>					
<p><b>6. WRITING ACROSS THE CURRICULUM</b></p> <p>6.1 Handouts are clear, legible and appropriate.</p> <p>6.2 Electronic communication is clear, concise and appropriate. This includes e-mails, web CT.</p> <p>6.3 With guidance, formative evaluations are concise, precise and relevant to criteria; includes examples.</p> <p>6.4 Independently, summative evaluations are concise, precise and relevant with integration of specific examples.</p>					

	A	B	C	D	F
<b>COMMENTS:</b>					

**Student Signature:**

**Faculty Signature:**

**Date:**

## 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 students 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:** clinical tutor tells student what to do, about steps to take

**Information:** clinical tutor tells student specifics about a concept, topic

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

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

**Confirmation:** clinical tutor provides positive feedback for correct information and direction provided by the student

**Consultation:** student provides clinical 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 clinical tutor now and then

## Grade Descriptors

### A+ Outstanding

- Exceptional capacity for original, creative and/or logical thinking
- Well developed sense of inquiry
- Assumes leadership role in providing care
- Insightful, critical evaluation of situations.
- Comprehensive, incisive grasp of nursing
- Exceeds expectations in level of preparation and assignments
- Able to function independently in all situations with instructor as resource
- Builds on previous learning.

**A Excellent**

- Exceeds expectations in level of preparation and assignments
- Understands that the mechanism for learning is the group process
- Able to function independently in some situations with instructor as resource
- Well developed sense of inquiry
- Discriminates between subtle factors and able to make sound critical evaluations of the scenarios and learning group context
- Autonomous but recognizes limitations
- Discusses concepts of theory, practice and research
- Self motivated
- Takes primary responsibility for learning and growth and acts on feedback (self- directed)
- Communicates effectively
- Articulate
- Consistently anticipates needs, events, changes
- Motivated and enthusiastic about learning and nursing
- Always ethical
- Comprehensive grasp of nursing at a beginning level

**B Very Good**

- Preparation is detailed, specific and relevant
- Discusses concepts of theory, practice and research with minimal guidance
- Seeks and responds to feedback by developing strategies for growth and learning
- Seeks appropriate guidance/supervision
- Selects significant factors in most scenarios
- Transfers knowledge from one scenario to another
- Rationale is specific and detailed
- Consistently meets learning objectives
- Needs minimal supervision or interventions by tutor
- Anticipates needs/events in most situations
- Communicates effectively
- Articulate
- Motivated and enthusiastic about learning and nursing
- Always ethical
- Good range of alternative ideas and resources explored in relation to the task
- Substantial knowledge of nursing concepts
- Values the group as a resource for individual learning

**C Good**

- Makes obvious links between concepts of theory and practice
- Meets criteria of assignments
- Prepared
- Requires assistance in unusual or complex scenarios or group situations
- Able to develop solutions to moderately difficult problems
- Develops and grows from experiences and feedback
- Can adapt to the usual situations
- Provides rationale for decisions

- Self directed
- May need tutor guidance to focus thinking and approaches to concepts
- Provides accurate and relevant information
- Selects obvious factors in usual scenarios
- Communicates effectively with occasional need for clarification
- Usually motivated and interested in learning and nursing
- Always ethical
- Acceptable grasp of nursing concepts
- Focuses on individual learning in the context of a group

#### **D Marginal, Minimal Pass**

- Has limited insight into or unrealistic assessment of own abilities
- Requires frequent intervention, guidance and re-mediation in routine situations
- Needs substantial tutor support to recognize opportunities for growth and learning
- Rationale is frequently vague or non-specific and may be tentative at times
- Inconsistent in making links between concepts of theory and practice
- Minimal preparation
- Often uses inappropriate resources
- Frequently brings extraneous information
- Often needs assistance to select obvious factors/information
- Consistently needs intervention in order to communicate effectively
- Motivation/enthusiasm for learning and nursing is inconsistent
- Practices according to code of ethics with support and reminders
- Nursing knowledge is at a minimally acceptable level
- Ability to identify and consider priorities is limited
- Inconsistent in openness to feedback and action taken based on feedback
- Compromises learning of the group
- Lacks conceptual awareness of group as the vehicle for learning
- Perceives tutorial as a group of individuals responsible for own learning

#### **F Failure, Unsatisfactory**

- Demonstrates unethical and/or unsafe practice
- Not motivated for learning or nursing
- Does not communicate effectively despite tutor intervention
- Lacks self awareness and not open to feedback
- Lacks self direction
- Behaviour does not change despite feedback given
- Unable to make obvious links between concepts of theory and practice
- Requires consistent supervision or intervention by tutor
- Unable to provide rationale for actions or comments
- Consistently unprepared
- Uses inaccurate or irrelevant information to support decisions
- Does not recognize obvious significant factors
- Resistant to group process and thus interferes with learning of others