



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

Grande Prairie Regional College
Grant MacEwan College



Keyano College
Red Deer College
University of Alberta

**NURSING 3900
Nursing in Context C**

**September 4 – October 22, 2008
COURSE OUTLINE**

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**Originally developed by the Clinical Experience Development Committee
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Approved: May 2008

Nursing 3900 Course Outline

CALENDAR STATEMENT:

NURS 3900 Nursing in Context C(0-6-3) UT 63 hours.

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: NS 2910, NS 2940, NS 2950.

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 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 3900, 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 minimal guidance:

- demonstrate respect for values, beliefs and rights of others

With guidance:

- 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 guidance:

- 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 guidance:

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

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

With guidance:

- explore selected areas of knowledge related to biological, psychological, socio-cultural and spiritual dimensions in response to acute variances in health
- explore selected areas of nursing knowledge related to scope of practice and professional legislation.

6. Demonstrate evidence-based practice.

With guidance:

- 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 guidance:

- explain the use of nursing models/theories/metaparadigms
- explain 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 guidance:

- 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 guidance:

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

With minimal assistance:

- discuss selected strategies with aggregates.

10. Demonstrate caring relationships in professional situations.

With guidance:

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

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

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

12. Demonstrate beginning leadership, management and administrative skills.**With guidance:**

- 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 guidance:**

- 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 guidance:**

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

Independently:

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

CONTEXT-BASED LEARNING**15. Demonstrate 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 behaviours
 - self-directed learning
 - influencing factors
- effectively use critical thinking in the group:

REQUIRED RESOURCES (available on Blackboard)

1. Core Concept Map: Nursing 3900
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. Tutorial Assessment Guide (TAG)

REQUIRED TEXTS:

Austin, W., & Boyd, M. (2008). *Psychiatric Nursing for Canadian Practice*. Philadelphia: Lippincott Williams and Wilkins.

Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2006). *Medical-Surgical nursing in Canada: Assessment and Management of Clinical Problems*. (1st Canadian Edition). Toronto, ON: Elsevier Mosby

Pilletteri, A. (2007). *Maternal and child health nursing: Care of the childbearing and childrearing family* (5th ed.). Philadelphia, PA: Lippincott

RECOMMENDED TEXTS:

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

MacIntyre, M., Thomlinson, E., and McDonald C.(2006) *Realities of Canadian Nursing Professional, PA Lippincott., Practice and Power Issues*.(2nd Ed) Philadelphia

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:

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:

- Self Directed Learning
- Group Process
- Critical thinking

Assignment	Weighting	Due
Tutorial Assessment Guide	15%	End of course
Scholarly Paper	30%	September 29 at 1600
Clinical Judgment Exercise	15%	October 9 at 0830
Final Exam	40%	October 21 @ 0830-1130
OSCE's	Pass/Fail	October 20 @ 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 Judgment 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 9, 2007 at 1130 hrs and will be **due on October 9, 2008 @ 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 May 2008).

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

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 2008-2009* 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
- Students must pass OSCEs to obtain credit in the course.
- If unsuccessful on the first test, opportunity for two retests within the next 5 days can be given. Students may 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, if assigned.

Important Dates:

- September 10, 2008:** Last day to change registration adding fall semester courses in most programs.
- September 17, 2008:** Last day to drop first block Nursing courses for a full refund of fees.
- September 30, 2008** Last day to pay fall semester fees. Last day to change registration dropping fall semester courses. Students withdrawing after this date will be assessed 100 per cent of fees for withdrawn courses. Last day to opt out of the Student Health/ Dental plan.
- October 7, 2008:** 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.
- October 13, 2008** Thanksgiving Day. No classes.

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.

When submitting assignments **electronically**, it is the **student's** responsibility to ensure the assignment has been received.

Plagiarism and Cheating

Refer to the 2008-2009 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.

	Alpha equivalence	4-point Descriptor
A +	4.0	excellent
A	4.0	
A-	3.7	First Class Standing
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	Satisfactory
C	2.0	
C-	1.7	

A+ through C- are considered passing grades in Nursing courses

D+	1.3	Poor
D	1.0	Minimal Pass
F	0.0	Failure

D through F are NOT passing grades

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 2008-09 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

Grade	Descriptor	Criteria
A⁺	Outstanding	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.
A	Excellent	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.
A⁻	Very Good to Excellent	Demonstrate a majority of the elements of an excellent paper, however, some elements are presented at the very good level.
B⁺	Very Good	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	Good to Very Good	Demonstrates a majority of the elements of a very good paper, however, some elements are presented at a good level.
B⁻	Good	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.
C⁺	Satisfactory to Good	Demonstrates a majority of the elements of a good paper, however, some elements are presented at a satisfactory level.
C	Satisfactory	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.
C⁻	Satisfactory to Pass	Demonstrates a majority of the elements of a satisfactory paper, however, some elements are presented a pass level
D	Minimal Pass	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.
F	Fail	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.

NURS 3900 Tutorial Assessment Guide
Use 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.*

A- Excellent	B -Very Good	C - Satisfactory/Good	D-Marginal	F-Unsatisfactory
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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.

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

Satisfactory /Good (C)

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

Marginal (D)

Unsatisfactory (F)

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

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

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

Comments:
Summary comments:

Overall Score: _____ Date: _____

Student's Signature

Tutor's Signature

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

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