UNIVERSITY OF ALBERTA COLLABORATIVE BACCALAUREATE NURSING PROGRAM

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

NURSING 1900
COURSE OUTLINE
FALL, 2004

Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, May 2004

Nursing 1900
Course Outline

CALENDAR STATEMENT:

NURS 190   Nursing in Context A *5 (fi 10) (first term, 1.5-6s-3 in 10 weeks).
Introduction to the professional discipline of nursing, communication theory, and context-based learning. The primary health care emphasis is on health promotion and disease prevention across the life span. Restoration and rehabilitation are introduced. Health assessment and basic nursing skills are introduced.

COURSE HOURS	LEC: 0	SEM: 6.5	LAB: 3

FACULTY	Office	Phone	e-mail
Monique Sedgwick, RN, MN	H228	539-2896	sedgwick@gprc.ab.ca
Pat Meyer, RN, BSN	H231	539-2784	pmeyer@gprc.ab.ca
Dana Badry, RN, BScN	H229	539-2760	dbadry@gprc.ab.ca

TUTORIAL	Instructor	Days	Times	Location
Section A2	Monique Sedgwick	Monday	1430-1720	H223
		Wednesday	1430-1720	H223
Section B2	Pat Meyer	Monday	1430-1720	B303
		Wednesday	1430-1720	B303
Section C2	Dana Badry	Monday	1430-1720	B304
		Wednesday	1430-1720	B304

LAB

Section	Instructor	Days	Times	Location
L1	varies	Monday	0830-1120	H225
L2	varies	Wednesday	0830-1120	H225
L3	varies	Tuesday	1430-1720	H225

NURSING FIXED RESOURCES

All sections		Thursday	0830-0950	D208

COURSE DESCRIPTION

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

COURSE OBJECTIVES

Based on the current Core Concept Map, upon completion of Nursing 1900, the nursing student will be able to:

1. Define and discuss concepts relevant to health care in Canada

2. With assistance, demonstrates skills and attitudes for learning.

3. Demonstrate an understanding of social and political action at a beginning level:
    - Differentiate values / needs / rights of self and others in a group
    - Identify formal and informal power structures in social context
    - Describe change theory

4. With assistance, use selected information technology to support scholarly activities.

5. With assistance, demonstrate effective skills in self-directed, context-based, small group learning

6. With assistance, apply selected knowledge of biological, psychological, sociological, cultural and spiritual dimensions of the human response to persons with stable variations in health across the lifespan.

7. Discuss purpose and methods of organizing knowledge for nursing and, with assistance, apply a selected nursing model and its theories.

8. With assistance, discuss effective use of the nursing process / clinical decision-making process with clients experiencing stable variations in health across the lifespan

9. With assistance, describe evidence-based practice.

10. Identify ambiguity and diversity:
    - Elements
    - Own pattern of dealing with ambiguity and diversity
    - Role of creativity

11. Describe competent leadership:
    - Decision making

- Priority setting
- Performance appraisal
- Quality & risk management process

12. Discuss roles and functions of registered nurses in health promotion and disease and injury prevention.

13. With guidance, demonstrate respect, sensitivity, and caring behaviours in interpersonal relationships.

14. Identify the role of the Registered Nurse on the health care team.

15. Demonstrate competence with selected nursing skills for care of clients with stable variations of health across the lifespan.

REQUIRED RESOURCES

1. Core Concept Map: Nursing 1900
2. Working Definitions
3. Learning Packages
4. Graduate Competencies and Level Outcomes
5. Document list of AARN position papers

REQUIRED TEXTBOOKS

American Psychological Association. (2001. *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Bee, H., Boyd, D., & Johnson, P. (2005). *Life span development, Canadian edition.* Toronto, ON: Pearson.

*Canadian Nurses Association (2002) *Code of ethics for nurses*. Ottawa, ON: Author

Chabner, D. E.. (2003). *Medical terminology: A short course* (3rd ed.). Philadelphia, PA: W.B. Saunders.

Potter, P.A., & Perry, A.G. (2001). *Canadian fundamentals of nursing*. St. Louis, MI: Mosby.

Osis, M. (2003). *Dosage calculations in SI units (4th ed).* Toronto, ON: Mosby.

Wilson, S. F., & Giddens, J. F. (2001). *Health assessment for nursing practice* (2nd ed.). St. Louis, MO: Mosby.

*available on web site

OPTIONAL TEXTBOOKS

Lewis, S., Heitkemper,M. & Dirksen, S. (2003). *Medical surgical nursing: Assessment and management of clinical problems (*6*[th]* ed.). St Louis, MI: Mosby.

TEXTBOOKS ON RESERVE (in LMS)

Anderson, E.T. & McFarlane, J. (2000). *Community as partner: Theory and practice in nursing (*3*[rd]* ed.). Philadelphia, PA: Lippincott.

Arnold, E. & Boggs, K. (2003). *Interpersonal relationships: Professional communication skills for nurses (*4*[th]* ed*.).* St Louis, MI: Saunders

Balzer Riley, J. (2004). *Communication in nursing (*5*[th]* ed.).* Toronto, ON: Mosby.

Boyd, M. D., Graham, B. A., Gleit, C. J., & Whitman, N. I. (1998). *Health teaching in nursing* p*ractice: A professional model* (3*[rd]* ed.). Stanford, CT: Appleton & Lange.

Edwards, M.J.A. (2002). *The internet for nurses and allied health professional (*3*[rd]* ed.).* New York, NY: Springer.

Mansell, D. J. (2004). *Forging the future: A history of nursing in Canada.* Ann Arbor, MI: Thomas Press.

Pender, N., Murdaugh, C., & Parsons, M. A. (2002). *Health promotion in nursing practice* (4*[th]* ed.). Upper Saddle River, NJ: Prentice Hall.

Wright, L. M.,& Leahey, M. (2000). *Nurses and families: A guide to family assessment and* i*ntervention* (3r*[d]* ed.). Philadelphia, PA: F. A. Davis.

Zilm, G. & Entwistle, C. (2002). *The smart way: An introduction to writing for nurses (*2*[nd]* ed.).* Toronto, ON: W.B. Saunders.

REQUIRED LEARNING EXPERIENCES

1. CBL Tutorial
2. Lab Activities
3. Nursing Fixed Resources

It is recommended that students read the **Student Handbook** given to them upon registration so that they gain understanding of the **Context Based Learning** (CBL) concept and program offered at the Grande Prairie Regional College. Program policies and procedures can also be found in the handbook for student reference. The following description of the various components associated with each tutorial course is intended to help students to familiarize themselves to the learning strategy of CBL.

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 *mandatory;* **attendance in fixed resource sessions is highly recommended. Absences in any of the organized activities will affect student performance and grades achieved.**

Tutorial: Context Based Learning (CBL) tutorials are sessions where specific scenarios determined by the Collaborative Program Committee, are presented and discussed in small groups. To facilitate the discussion and with the guidance of a tutor, the students brainstorm questions which they have in relation to the scenario. The student then gathers information regarding a specific content area and then presents this information to the group. Since tutorials are one of the cornerstones of the student's learning, marks are allotted for attendance and performance in tutorials. The tutor is responsible for providing a final evaluation of student behaviours in tutorial to each student. Scheduling of final evaluations is organized by the tutor. Criteria for determining marks are found in the appendices of the course outline as well as, a Student Self Evaluation of Performance in Tutorial form.

Laboratory: In the laboratory setting, students 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. Each student will be expected to perform a number of skills according to criteria provided, at a competency level of 80%.

Nursing Fixed Resource Sessions : Nursing fixed resource sessions are presentations given by a number of content experts to assist students gather information and develop knowledge required for the CBL tutorials and assignments. Attendance is highly recommended as the content covered during fixed resource sessions is tested on assignments and written examinations.

COURSE EVALUATION

Item	Due	Weighting
1. Annotated Bibliography	**Sep 27th, 2004 by noon**	**20%**
2. Web site evaluation	**Nov 8th, 2004 by noon**	**30%**
3. Mid term examination	**Oct 4th, 2004 in tutorial**	**20%**
4. Final examination	**Nov 1st, 2004 in tutorial**	**20 %**
5. Tutorial evaluation	**Nov 3rd, 2004 by app't**	**10%**

6. OSCE:
Library OSCE	**Sept 17th, 2004 by noon**	**Pass/Fail**
Psychomotor OSCE	**Oct 12th or 13th by app't**	**Pass/Fail**
Med term & Dosage Calc OSCE	**Oct 22th by noon**	**Pass/Fail**

Annotated Bibliography

Please access the following website which fully explains what an annotated bibliography is and how to prepare one. http://www.library.cornell.edu/olinuris/ref/research/skill28.htm#what .It

explains that an "annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited" (Cornell University).

The purpose of this assignment is assist you in learning how to search for, read, and summarize scholarly work.

- Select **five (5) references from credible sources** that discuss the topic of **health promotion.**
- Cite the article at the top of a page using APA format.
- Summarize the main points of each reference in one paragraph in no more than 250 words.
- Sources must include **one nursing research article from a refereed journal, one journal article from an electronic source, and three (3) other articles from refereed nursing or allied health literature.**
- Please hand in a hard copy of the article/reference with your assignment.
- Grading criteria for this assignment are found as appendix 1.

Web Site Evaluation

In order to become a critical consumer of health care information and evidence based nursing it is imperative that nurses are able to find and evaluate credible websites. This assignment will assist you in developing this skill. Refer to the following links to assist you in understanding web site evaluations. http://www.uiowa.ed/~histwrit/evaluating_websites.htm and http://www.slu.edu/departments/english/research

- Review the learning package scenarios for this course and choose one of the core concepts from one of the scenarios to investigate.
- Find and evaluate 3 websites related to that concept using the guidelines/questions below.
- You may submit your data in a chart form, but the discussion of your evaluation with rationale, must be presented in paragraph format.
- Grading criteria for this assignment are found as appendix 2

Assignment Criteria
Basic Website Information

Complete site title:

URL:

Author of site/Organizational Description:

Name and email address of Site Contact Person:

Site last updated on

Description of Site

- Briefly discuss the author of the site
    - what does the domain name tell you
    - what is the author's authority/credentials
    - is there advertising on the site and if so, does it impact the content.

- Briefly describe the purpose of the site.

- Briefly describe contents of the site.

- Briefly describe links from the site.

- Who is the target audience (general public, health care workers, professionals, etc)?
    - Is the information provided at an appropriate level for that audience?
    - Would you recommend the site to the target audience? Why or why not?

- Is the information provided up-to-date? How did you determine this?

- What would be uses for this website?

- How does the quality of information compare to the quality of information on the same topic from textbooks?

Site Structure

- Was it easy or difficult to navigate or retrieve information from this site? How did you determine this?

- Please rate:
    - the speed of access
    - readability/quantity of material
    - graphics: are they functional or just decorative
    - creativity of the site

Written examinations (midterm and final)

The format for written examinations in this course will be a combination of multiple choice and short answer questions. The theoretical content covered in the scenarios, labs, and nursing fixed resource sessions will be tested. Though no specific questions will be asked regarding medical terminology, working knowledge of such terminology is expected in order to understand and be able to answer the questions asked.

Midterm examination:

Will take place on Oct 4, 1430-1720 in the normally scheduled tutorial location. Content tested in this exam will include information from the learning packages "Susan", "Toddler Safety" and "Megan". Labs and nursing fixed resource content presented up to and including Sept 30, will also be tested.

Final examination:

Will take place on November 1, 1430-1720 in the normally scheduled tutorial location. Content tested in this exam will include information from the learning packages "Zachary" and "Bridge Players". As well, core concepts presented and discussed throughout the term will be tested. Labs and nursing fixed resource content presented from Oct 4 up to and including Oct 28 will also be tested.

Tutorial Evaluation

Criteria to be evaluated are listed in the ***Criteria for Evaluation of Student Behaviours*** *in CBL* document in the appendices attached. The strategies for determining how these criteria will be assessed on an on-going basis during the 10 weeks of tutorial in NS1900, will be determined by the members of the group and their tutor. A written or verbal mid-term evaluation will be scheduled about mid-point during the course. The final evaluation at the end of the course will take place by appointment with the tutor, where formal feedback using the format approved by the faculty of the Department of Nursing Education, will be given to the student. A copy of the format is attached.

Date: by appointment with the tutor on November 3, 2004. *Receiving a grade of F in any of the components listed in the* <u>*Criteria for Evaluation of Student*</u> <u>*Behaviours in CBL*</u> *will result in receiving a failing grade in the course NS 1900.*

OSCE

Library OSCE:

The ability to use library resources is crucial in the development of searching and critiquing skills. To evaluate the development of these skills, ***an electronic OSCE*** (using Blackboard) developed, available at and marked by the library staff, will be completed. The student may work on this two part assignment between September 7th to September 16th, 2004. The OSCE will be completed by Sept 17, 2004. This assignment is an OSCE and ***failure to complete the assignment will result in failing the OSCE portion of this course. Mastery of 80% will be required to receive a mark of APass@.***

Psychomotor OSCE:

The possible skills to be tested and the criteria used for testing will be provided to students during the week of October 4th. OSCE testing will take place on Tuesday, Oct12 or Wednesday, Oct 13, during scheduled lab times. A sign up sheet will be posted the week of October 4th.

Dosage Calculations and Medical Terminology OSCE:

The ability to perform mathematical calculations when administering medications and perform other nursing measures is essential. To assist students in refreshing their memories and upgrade necessary math skills, you are required to purchase a pharmacology math programmed learning

text and complete the exercises in the text as follows: Complete Chapters 1 and 2 in *Dosage Calculations in SI units by M. Osis* by October 21, 2004.

Students also need to know medical terminology to effectively research materials for the CBL scenarios and to learn the anatomy, physiology, and medical microbiology necessary to pursue professional nursing practice. To facilitate the acquisition of this knowledge, the student is required to complete the exercises in chapters 1 and 2 of *Medical Terminology: A short course by D. Chabner.*

To evaluate the mastery of these skills, an *electronic OSCE* developed by Pat Meyer with the assistance of the library staff will be completed by October 22nd, 2004. This OSCE will be available online using the library site.

Value of Each OSCE: Pass/Fail. A student MUST attain a mastery of 80% to pass the OSCE. A grade of Pass is required to successfully (i.e. pass) the course NS 1900 and for progression to the course NS 1910.

Students have three opportunities to master the skills and pass each OSCE. The student must attempt the OSCE. If mastery is not attained on the first opportunity, the student must negotiate with the examiner to repeat the examination within 5 class days. If a third opportunity for examination is required, the student must arrange remedial work prior to further testing. The third examination must occur within 5 class days of the second examination. If a grade of fail is achieved, the student will **not** be permitted to progress to Nursing 1910.

ALPHA GRADING SYSTEM

Grande Prairie Regional College uses the Alpha grading system and the following approved letter codes for all programs and courses offered by the College. All final grades will be reported to the registrar's office using alpha grades. Alpha grades will be converted to a four point equivalence for the calculation of Grade Point Averages.

Alpha Grade	4 Point Equivalence	Descriptor
A+	4.0	
A	4.0	Excellent
A-	3.7	
B+	3.3	First Class Standing
B	3.0	
B-	2.7	Good
C+	2.3	
C	2.0	Satisfactory
C-	1.7	**Passing grade for Nursing Courses**
D+	1.3	Poor **Failing grade for Nursing Courses**

| D | 1.0 | Minimal Pass
Failing grade for Nursing courses |
| F | 0.0 | Failure
Failing grade for all courses |

All assignments receive a letter grade. These are converted to a four point equivalence. Based on class distribution, final letter grades are then assigned.

Example:

Assignment	Alpha Grade	Equivalence	Conversion
Ann. Bib	A-	3.7 x .20	= .74
Web site	A+	4 x .30	= 1.2
Mid term exam	B	3 x .20	= .60
Final exam	B+	3.3 x .20	= .66
Tut eval	A	4 x .10	= .40

Total $= 3.6$

Based on the natural distribution of the entire class, a final grade is then assigned.

LATE ASSIGNMENT POLICY

_ All assignments and course evaluation strategies are required to be completed by the time and date specified in the course outline.

_ Extension of the time specified for submission *may* be granted in case of illness or extenuating circumstances. Extensions *must* be negotiated with the instructor *prior* to the required submission time and date. A new date and time will be specified and will then become the required time and date of submission for the assignment.

_ **A penalty will be imposed for all late assignments and course evaluation strategies. A letter grade per class day will be deducted from the total value of the assignment for each day the assignment is late.** For example, an annotated bibliography assignment which received a B+ but is handed in one class day late, will receive a final grade of B on the assignment.

WITHDRAWAL

Last day for withdrawal without financial penalty is October 22, 2004.

GRADING CRITERIA ANNOTATED BIBLIOGRAPHY
NS 1900
FALL 2004

Grade	Descriptor	Criteria
A+	Outstanding	Extraordinary assignment. Chose credible sources which fully related to the topic of health promotion. Articles included one nursing research article from a referred journal, one journal article from an electronic source, and three (3) other articles from refereed nursing or allied health literature. Articles were scholarly in their content, authorship and depth. Demonstrates outstanding and comprehensive summary of all articles. Grammatical presentation and APA format requires minimal to no revision. Assignment falls within word limits.
A	Excellent	Excellent assignment. Chose credible sources which related well to the topic of health promotion. Articles included one nursing research article from a referred journal, one journal from an electronic source, and three (3) other articles from refereed nursing or allied health literature. Articles were highly academic in their content, authorship and depth. Demonstrates excellent summary of most articles. Conclusions are made and justified. Grammatical presentation and APA format requires minimal revision. Assignment falls within word limits.
A-	Very Good to Excellent	Demonstrates a majority of the elements of an excellent assignment, however some elements are not as strongly demonstrated
B+	Very Good	Well written assignment. Sources chosen are not as scholarly in their content, authorship and depth but relate to health promotion. Article types meet the assignment criteria from refereed nursing or allied health literature. Demonstrates very good summary of the articles and identifies and justifies key elements although there is less depth in summary. Grammatical presentation and APA format requires some revisions. Assignment falls within word limits.
B	Good to Very Good	Demonstrates a majority of the elements of a very good assignment, however, some elements are less clearly articulated.
B-	Good	Generally well written assignment. Sources chosen are not as scholarly in their content, authorship and depth as those of an B grade assignment but relate fairly well to health promotion. One of the required article types is missing but all articles are from refereed nursing or allied health literature. Good summary of the article but there is some difficulty in and some key elements are missing. Conclusions are not well justified. APA/grammar require more substantial revisions than very good assignment. Assignment falls within word limits
C+	Satisfactory to Good	Demonstrates a majority of the elements of a good assignment, however, some elements are less clearly articulated.
C	Satisfactory	Acceptably written. Sources are loosely connected to the topic of health promotion and would not be a primary article to use in research. Most elements of the assignment are met, but there are gaps in the summary.. Conclusions are weak and only superficially justified. APA format and grammar are inconsistent and require major revision. Word limit is not met.
C-	Pass to Satisfactory	Demonstrates a majority of the elements of a satisfactory assignment, however, some elements are less clearly articulated.
D	Minimal Pass	Articles are peripherally related to the topic of health promotion. Their 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. Word limit is not met.
F	Fail	Assignment is not handed in/plagiarized. Articles do not relate to health promotion. Student is unable to identify that articles chosen have no scholarly attributes. Unable to identify any of the elements or follow the directions of the assignment. Draws unwarranted or erroneous summary or conclusions. Material is presented superficially. No evidence of APA or word limit.

Appendix 2

GRADING CRITERIA WEB SITE EVALUATION
NS 1900
FALL 2004

Grade	Descriptor	Criteria
A+	Outstanding	Extraordinary assignment. Chose core concept which fully related to the scenario. Websites integrally related to core concept and scholarly in their content, authorship and depth. Demonstrates outstanding critical thinking; objectively and comprehensively analyses each web site beyond the assignment guidelines and conclusions are fully justified. Grammatical presentation and APA format requires minimal to no revision.
A	Excellent	Excellent assignment. Chose core concept which fully related to the scenario. Web sites are closely related to the core concept and highly academic in their content, authorship and depth. Demonstrates excellent critical thinking by objectively and fully analyzing each web site according to the assignment guidelines. Conclusions are made and justified. Grammatical presentation and APA format requires minimal revision.
A-	Very Good to Excellent	Demonstrates a majority of the elements of an excellent assignment, however some elements are not as strongly demonstrated
B+	Very Good	Well written assignment. Web site is related to core concept chosen to research Demonstrates very good critical thinking skills, is able to analyze each web site and identifies key elements of the assignment. Conclusions are made and justified appropriately, although there is less depth in justification. Grammatical presentation and APA format requires some revisions.
B	Good to Very Good	Demonstrates a majority of the elements of a very good assignment, however, some elements are less clearly articulated.
B-	Good	Generally well written assignment. Web site is connected to the core concept chosen to research. Critical thinking is evident but there is some difficulty in analysis of the web site, some key elements are missing. Conclusions are not well justified. APA/grammar require more substantial revisions than very good assignment.
C+	Satisfactory to Good	Demonstrates a majority of the elements of a good assignment, however, some elements are less clearly articulated.
C	Satisfactory	Acceptably written. Web sites are loosely connected to the core concept chosen to research and 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.
C-	Pass to Satisfactory	Demonstrates a majority of the elements of a satisfactory assignment, however, some elements are less clearly articulated.
D	Minimal Pass	Web sites are peripherally related to core concept chosen to research. Their 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.
F	Fail	Assignment is not handed in/plagiarized. Web sites chosen do not relate to core concepts of any of the scenarios. Student is unable to identify that web sites 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.

CRITERIA FOR EVALUATION OF STUDENT BEHAVIOURS IN CBL

Students are advised to keep notes on a weekly basis to assist in evaluating participation in CBL. A formative self-evaluation at midpoint in the course and a summative self-evaluation at the end of the course will be completed and submitted to the tutor. The tutor may provide written feedback at the midterm. Written feedback will be provided by the tutor for the final course evaluation. The tutor will consider input from the individual and peers to arrive at the final grade. Attendance at CBL tutorials is expected; **absence will affect the grade earned in each category and will jeopardize successful completion of the course**. In order to demonstrate satisfactory performance in CBL tutorials, the student must consistently meet the following criteria:

Grade Descriptors

A   **Outstanding, 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, Average**
- 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 Satisfactory**

- 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**

- 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 of 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

Developed by Red Deer College Nursing Faculty

NURSING 1900
FALL 2004

EVALUATION OF STUDENT PERFORMANCE IN CBL TUTORIAL

STUDENT: FINAL GRADE   # OF
                                                                  ABSENCES____

PARTICIPATION IN GROUP	Excellent A	B	C	D	Fail F
Is punctual for tutorial					
Attends all tutorials					
Respects the right of group members to express their ideas and opinions.					
Listens and responds to others with respect.					
Contributes to the development/maintenance of group objectives and norms.					
Helps to keep the group task-oriented.					
Communicates ideas and information effectively.					
Assists group members in their learning.					
Provides group members with constructive, meaningful feedback.					
Takes constructive action to deal with group conflicts and concerns.					
Identifies, justifies &/or discards assumptions.					
Promotes deeper understanding of topics by raising significant points, asking relevant questions & proposing related concepts, ideas.					
Openly examines own & alternate points of view for strengths and weaknesses in addressing the subject, problem, or question at hand.					
Uses information that supports claims; considers alternative information that offers contradictory evidence.					
Encourages/facilitates participation of others.					
Relates to peers collaboratively & as resources for learning					

PRESENTATION OF CONTENT	Excellent A	B	C	D	Fail F
Presents content that is relevant to the learning goals & objectives.					
Identifies, explains, explores & uses key concepts with precision & with supporting rationale.					
Explores possible strategies to address questions or issues.					
Demonstrates creativity.					
Describes own reasoning/thinking process.					
Comes prepared with tasks completed as negotiated with the group.					
Identifies a variety of valid resources in collecting information.					
Fosters group discussion.					

SELF DIRECTION	Excellent A	B	C	D	Fail F
Identifies self assessment of learning & possible gaps in knowledge.					
Identifies own strengths and weaknesses that affect group & individual learning.					
Demonstrates understanding of differences between tutor directed and self directed learning; views tutors as facilitator and additional resource.					
Incorporates feedback to address identified weaknesses that affect group & self performance.					
Collects & validates information gathered to conduct self assessment.					

General Comments:

Student Signature_____Tutor Signature_____ Date_____