



**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM**

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

*Revised: June 2000; May 2002*

**NURSING 1900  
FALL 2003**

**COURSE OUTLINE**

**Originally developed by Clinical Experience Development Committee of:**

Caren Clouston, RDC

Barb Gibson, UofA

Pat McMullin, Keyano

Monique Sedgwick, GPRC

Ruth Stewart, MacEwan

Marina Vettergreen, MacEwan

Revision April 2000 by the Clinical Experience Development Committee

Revision May 2002 by the Learning Experience Development Committee

**©UNIVERSITY OF ALBERTA COLLABORATIVE BSCN PROGRAM, 1999**

All rights reserved. No part of this course outline may be reproduced in any form or by any means without the publisher's written permission.

Approved: May 6, 2002

# Nursing 1900

## Course Outline

### CALENDAR STATEMENT:

**Nursing 1900 – Nursing in Context A \*5 (fi 10)** ( first term, 0-6s-3 in 7 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:**                      Lecture: 0                      Seminar: 6.5                      Lab: 3

<b>FACULTY:</b>	Office	Phone	e-mail
RoseAline Begalke, RN, MN	E401-12	780-539-2239	begalke@gprc.ab.ca
Pat Meyer, RN, BSN	H231	780-539-2784	pmeyer@gprc.ab.ca
Monique Sedgwick, RN, MN	H228	780-539-2896	sedgwick@gprc.ab.ca

<b>TUTORIAL:</b>	Instructor	Days	Times	Location
Section A2 Course Leader	Monique Sedgwick	Monday,	1430-1720	H223
		Wednesday	1430-1720	H223
Section B2	Pat Meyer	Monday,	1430-1720	B303
		Wednesday	1430-1720	B303
Section C2	RoseAline Begalke	Monday,	1430-1720	B304
		Wednesday	1430-1720	B304

<b>LAB:</b>			
Section	Instructor	Day/time	Location
L1	TBA	Monday 0830-1120	H225
L2	TBA	Wednesday 0830-1120	H225
L3	TBA	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:**

Upon completion of Nursing 1900, the nursing student will be able to:

1. Discuss organization of health care in Canada:
  - health care delivery system
  - ideologies
  - primary health care model
  - health promotion
  - disease and injury prevention
  - health determinants
  
2. Discuss roles and functions of professional nurses in health promotion and disease and injury prevention:
  - communication
  - professional attitudes and values
  - legal and ethical responsibilities
  
3. Discuss methods of organizing knowledge for nursing:
  - nursing models and theories
  - nursing process

3.1 Organize nursing knowledge according to a selected model.
  
4. Recognize the impact of biological, psychological, spiritual, sociological, cultural factors on the human response.
  - 4.1 Apply knowledge of growth and development of toddler/preschooler, school age, young and older adult.
  
  - 4.2 Apply select knowledge from the disciplines of Physiology, Psychology, Sociology, Medical Microbiology, Anatomy, Pharmacotherapeutics, and Pathophysiology.
  
5. Demonstrate effective skills, at a beginning level, in self-directed, context-based, small group learning:
  - group process
  - communication

- critical thinking
  - identification and use of various learning resources
  - self and peer evaluation.
6. Describe the relevance of research to nursing practice and identify credible research articles.
7. Demonstrate beginning competencies in selected nursing skills.

### **REQUIRED TEXTBOOKS:**

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.
- Anderson, E.T. & McFarlane, J. (2000). *Community as partner: Theory and practice in nursing* (3<sup>rd</sup> ed.). Philadelphia, PA: Lippincott.
- Arnold, E. & Boggs, K. (2003). *Interpersonal relationships: Professional communication skills for nurses* (4<sup>th</sup> ed.). St Louis, MI: Saunders
- Boyd, M. D., Graham, B. A., Gleit, C. J., & Whitman, N. I. (1998). *Health teaching in nursing practice: A professional model* (3<sup>rd</sup> ed.). Stamford, CT: Appleton & Lange.
- \*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.
- Henke, G. & Buchholz, S. (2003). *Henke's med-math: Dosage calculation, preparation & administration* (4<sup>th</sup> ed.). Philadelphia, PA: Lippincott Williams & Wilkins
- Marriner Tomey, A., & Raile Alligood, M. (2002). *Nursing theorists and their work* (5<sup>th</sup> ed.). St. Louis, MO: Mosby.
- Pender, N., Murdaugh, C., & Parsons, M. A. (2002). *Health promotion in nursing practice* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Potter, P.A., & Perry, A.G. (2001). *Canadian fundamentals of nursing*. St. Louis, MI: Mosby.
- Santrock, J. W., MacKenzie-Rivers, A., Leung, K.H., Malcomson, T. (2003). *Life-span development* (1<sup>st</sup> Canadian. ed.). Toronto, ON: McGraw Hill.
- Wilson, S. F., & Giddens, J. F. (2001). *Health assessment for nursing practice* (2<sup>nd</sup> ed.). St. Louis, MO: Mosby.
- Wright, L. M.,& Leahey, M. (2000). *Nurses and families: A guide to family assessment and intervention* (3<sup>rd</sup> ed.). Philadelphia, PA: F. A. Davis.
- Zilm, G., & Entwistle, C. (2002). *The Smart Way: An Introduction to Writing for Nurses* (2<sup>nd</sup> ed.). Toronto, ON: W.B. Saunders.

\*available on web site

### **OPTIONAL TEXTBOOKS:**

Langford, R. W. (2001). *Navigating the Maze of Nursing Research*. St. Louis, MO: Mosby.

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

Miller-Keane (2000). *Encyclopedia and dictionary of medicine, nursing, and allied health* (6<sup>th</sup> ed.). Philadelphia, PA: Saunders.

Woods, D. R. (1994). *Problem-based Learning: How to Gain the most from PBL*. Waterdown, ON: Donald R. Woods.

### **REQUIRED RESOURCES: (attached)**

1. Concept Map – Year 1 Term 1

### **RECOMMENDED RESOURCES:**

There are a variety of computer programs in the library that have been downloaded on some of the terminals and are available for student use. It is recommended that the student spend some time working through the programs in order to achieve greater competence in understanding concepts discussed throughout this course.

1. ADAM Practice Practical: Displays images of gross human anatomy for review. Offers program-generated and customized self-generated tests. Located on Nursing Station **F**.
2. Bodyworks 4.0: An anatomy reference with 3-D elements and varied search features. Located on Nursing Station **F**.
3. Interactive Physiology: Human anatomy and physiology are detailed. Located on Research Stations **A-D sign out at Circulation Desk**.
4. Medspeak: Provides a basic understanding of medical terminology. Located on Nursing Station **F**.
5. Nurse/Patient Interaction: Teaches user therapeutic communication. Tests acquired knowledge. Located on Nursing Station **F**.
6. Nursing Drug Handbook 2001: Accompanied reference book. CD divided into four sections. Located on Nursing Station **F**.
7. Nurse ProCalc: Offers users practice drug calculation questions. Located on Nursing Station **F**.

### **REQUIRED LEARNING EXPERIENCES:**

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:**

<b>Item</b>	<b>Due</b>	<b>Weighting</b>
<b>1. Annotated Bibliography</b>	<b>Sep 29th, 2003 by noon</b>	<b>20%</b>
<b>2. Scholarly Paper</b>	<b>Oct 27th, 2003 by noon</b>	<b>30%</b>
<b>3. Written Examination</b>	<b>Nov 5th, 2003</b>	<b>35%</b>
<b>4. Tutorial Evaluation</b>	<b>Nov 10-14, 2003 by appt</b>	<b>15%</b>
<b>5. OSCE</b>	<b>Nov 10 &amp; 12, 2002</b>	<b>Pass/Fail</b>

### **1. Annotated Bibliography:**

The focus of the annotated bibliography will be the concept of **health**. The concept of health as defined by a *nursing theorist* and its relationship to nursing will be presented. This discussion will be one paragraph in length and will be found at the beginning of this assignment. The student will then select **five articles from credible sources** that discuss a component of health. A summary of the main points of the article will be presented in one paragraph. In a second paragraph, discuss how this article can be used within nursing practice. The sources used will include one Internet source, one nursing research article from a refereed journal, and three (3) other articles from refereed nursing and allied health literature. The discussion of each article will be 200-250 typed words of which 100 words will provide a summary of the article and the remaining 150 words will address nursing implications. The criteria and marking guide for the annotated bibliography are attached.

**Due Date: Monday, Sep 29th, 2003 at 1200 hours. Drop off in the nursing office.**

**Value: 20% of final grade**

### **2. Scholarly Paper:**

The purpose of the scholarly paper is to provide the student with the opportunity to develop an indepth understanding of one of the core concepts discussed within this course. The student will choose **one** of the following topics to present in their scholarly paper:

- a. compare and contrast primary health care and primary nursing;
- b. define and discuss health according to a scholarly source and discuss how your personal definition of health supports or contrasts the scholarly definition;
- c. describe the evolution of the Canadian Health Care System in relation to developments within the Primary Health Care model;
- d. discuss the history of Canadian nursing and how this history has influenced current nursing practice.

Include a minimum of five current (within the last 5 years), scholarly references to support the discussion presented within the paper. The paper **will be 1000-1200 typed words, size 12 font, and written in a scholarly fashion using APA format**. The criteria and marking guide for the scholarly paper are attached.

**Due Date: Monday October 27, 2003 at 1200 hours. Drop off in the nursing office.**

**Value: 30% of final grade**

### **3. Written Examination:**

This examination will be a combination of multiple choice and short answer questions testing the theoretical content covered in the scenarios, labs, nursing fixed resources and will include medical terminology. It will take place **Wednesday, November 5th, 2003 at 1430-1720 hours, room TBA.**

**Medical Terminology:** Students 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 purchase a medical terminology programmed learning text and complete the exercises in the text as follows: Chapters 1 and 2 in the text (Chabner, 1999) by November 5th, 2003. **Medical Terminology will be tested as part of the Final Exam.**

**Value: 35% of final grade**

#### 4. Evaluation of Student Behaviours in Tutorial:

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.

**Value: 15% of Final Grade;**

**Date: by appointment with the tutor during the week of November 12-15, 2002. Receiving a grade of 1 in any of the components listed in the Criteria for Evaluation of Student Behaviours in CBL will result in receiving a failing grade in the course NS 1900.**

#### 5. OSCE:

The possible skills to be tested, the criteria and the times and places of the testing will be provided to students during the week of Nov 10 & 12, 2003.

##### **Pharmacology Mathematical Calculations:**

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, 2 and 12 in Henke's Med-Math text (2003) text by November 7<sup>th</sup> 2003. An examination will be included as part of the OSCE testing day. ***Mastery of 80% will be required to receive a mark of APass@.***

##### **Library Assignment:**

The ability to use library resources is crucial in the development of searching and critiquing skills. To evaluate the development of these skills, a WEB CT assignment developed and marked by the library staff, will be completed. The student may work on this two part assignment between September 19<sup>h</sup> to October 3, 2003. 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@.***

**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 four point equivalence for the calculation of Grade Point Averages.

Alpha Grade	4 Point Equivalence	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 <b>Passing grade for Nursing Courses</b>
C	2.0	
C-	1.7	
D+	1.3	Poor <b>Failing grade for Nursing Courses</b>
D	1.0	Minimal Pass <b>Failing grade for Nursing courses</b>
F	0.0	Failure <b>Failing grade for all courses</b>

## LATE ASSIGNMENT POLICY

- All assignments and course evaluation strategies are required to be completed by the time and date specified in the course outline.
- Extension of the time specified for submission *may* be granted in case of illness or extenuating circumstances. Extensions *must* be negotiated with the instructor *prior* to the required submission time and date. A new date and time will be specified and will then become the required time and date of submission for the assignment.
- **A penalty will be imposed for all late assignments and course evaluation strategies. A letter grade per class day will be deducted from the total value of the assignment for each day the assignment is late.** For example, a scholarly paper 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 24, 2003.

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

**NURSING 1900  
FALL 2003  
CRITERIA FOR ANNOTATED BIBLIOGRAPHY**

**Definition of Health:**

- Definition of health of a nursing theorists is presented /5

**Article #1**

- APA (5<sup>th</sup> ed.) Format /1
- Summary of the article is presented (significant findings/conclusions) /2
- Application of the source to nursing practice is discussed
- The usefulness of the main points to nursing practice are described /2

**Article #2**

- APA (5<sup>th</sup> ed.) Format /1
- Summary of the article is presented (significant findings/conclusions) /2
- Application of the source to nursing practice is discussed
- The usefulness of the main points to nursing practice are described /2

**Article #3**

- APA (5<sup>th</sup> ed.) Format /1
- Summary of the article is presented (significant findings/conclusions) /2
- Application of the source to nursing practice is discussed
- The usefulness of the main points to nursing practice are described /2

**Article #4**

- APA (5<sup>th</sup> ed.) Format /1
- Summary of the article is presented (significant findings/conclusions) /2
- Application of the source to nursing practice is discussed
- The usefulness of the main points to nursing practice are described /2

**Article #5**

- APA (5<sup>th</sup> ed.) Format /1
- Summary of the article is presented (significant findings/conclusions) /2
- Application of the source to nursing practice is discussed
- The usefulness of the main points to nursing practice are described /2

**Total: /30**

**Annotated Bibliography Total out of 20: /30 x .20 = /20**

**NURSING 1900  
FALL 2003**

**Marking Criteria for Scholarly Paper**

**Introduction**

- I. clearly presents the specific topic being studied in the paper
- II. discusses the relevance of the topic
- III. clearly presents a thesis statement

**Comments:**

**Total /10**

**Body of Paper**

- I. critical analysis reflects understanding of the topic
- II. covers areas identified in the thesis statement
- III. identifies the importance to nursing practice

**Comments:**

**Total /50**

**Conclusion**

- I. clearly summarizes paper

**Comments:**

**Total /10**

**Format (According to APA format, 5th ed.)**

- I. appropriate title page which clearly reflects topic, course, tutor and date
- II. appropriate headings/subheadings
- III. citation and quotations in text in APA format
- IV. reference list in APA format and congruent with text
- V. paper is no more than 1200 words

**Comments:**

**Total /10**

**Structure & Organization**

- I. logical and coherent development of ideas
- II. appropriate sequencing and smooth transition between paragraphs
- III. appropriate use of a variety of sources to support ideas
- IV. accurate spelling and punctuation

**Comments:**

**Total /20**

**Paper Total = /100 x .30 = /30**

**UNIVERSITY OF ALBERTA COLLABORATIVE BACCALAUREATE NURSING PROGRAM  
Scholarly Paper - Grading System Descriptions**

<b>Outstanding</b>	Extraordinary and creative writing ability demonstrated in development and presentation of ideas. Outstanding integration of theoretical and/or empirical knowledge. 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.
28, 29, 30 A+	
<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. Draws warranted conclusions. Grammatical presentation and APA format requires minimal revision.
25, 26, 27 A	
<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.
22, 23, 24 A-, 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 reasons for conclusions is inadequate. A few incorrect grammatical structures and spelling errors evident. APA format requires some revision.
20, 21 B, 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.
17, 18, 19 C+, C, C-	
<b>Fail</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. Justifies few conclusions with superficial explanation of reasons. Incorrect grammatical structures and spelling errors evident. Minimal evidence of APA format.
15, 16 D+, D	
<b>Fail</b>	Organization and scope of ideas are inadequate. Misinterprets evidence, statements, graphics, questions etc. Draws unwarranted or fallacious conclusions. Many grammatical and spelling errors. Minimal evidence of APA format
10-14 F	
<b>Fail</b>	Writing demonstrates inability to carry out assignment directions. Information superficially addressed. Grammar and format of paper are poorly done.
1-9 F	
<b>Fail</b>	Paper not handed in; paper plagiarized.
0	
F	

## 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 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

**Developed by Red Deer College Nursing Faculty**

**NURSING 1900  
FALL 2003**

**EVALUATION OF STUDENT PERFORMANCE IN CBL TUTORIAL**

STUDENT: \_\_\_\_\_ FINAL MARK /15 # OF ABSENCES \_\_\_\_\_

<b>PARTICIPATION IN GROUP</b>	Excellent (5)	(4)	(3)	(2)	Poor (1)
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					



<b>PRESENTATION OF CONTENT</b>	Excellent (5)	(4)	(3)	(2)	Poor (1)
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.					

/40

<b>SELF DIRECTION</b>	Excellent (5)	(4)	(3)	(2)	Poor (1)
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.					

/25

Total: /145 x .15 = /15

General Comments:

Student Signature \_\_\_\_\_ Tutor Signature \_\_\_\_\_ Date \_\_\_\_\_



