



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

Grande Prairie Regional College

Grant MacEwan College

Keyano College

Red Deer College

University of Alberta



NURSING 1940

2007 – 2008 COURSE OUTLINE

January 3-February 15, 2008

Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, April 2007

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Approved: April 2007

Nursing 1940 Course Outline

CALENDAR STATEMENT:

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

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

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

COURSE DESCRIPTION:

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

FACULTY

Dot Dooley BN, RN, MN (Course Leader)	H227	ddooley@gprc.ab.ca	539-2891
Terryl Pfannmuller RN, BScN	H217	tpfannmuller@gprc.ab.ca	539-2449
Joan Jacobson RN, BScN	H133	jjacobson@gprc.ab.ca	539-2046
Jim Wohlgemuth RN	H132	jwohlgemuth@gprc.ab.ca	539-2709

TUTORIAL CLASS

Section	Instructor	Room	Dates	Times
A3	Terryl Pfannmuller	Port E	Mon/Wed	0830-1120
B3	Dot Dooley	Port D	Mon/Wed	0830-1120
C3	Joan Jacobson	A308	Mon/Wed	0830-1120

NURSING FIXED RESOUC

Section/Instructor	Room	Dates	Times
All sections/Varies	D308	Thursday	0830-0950

LAB CLASS

Instructors: Terry Pfannmuller and Jim Wohlgemuth

Section	Instructor	Room	Dates	Times
L1	Varies	J131	Monday	1430-1720
L2	Varies	J131	Tuesday	1430-1720
L3	Varies	J131	Wednesday	1430-1720
L4	Varies	J131	Thursday	1430-1720

COURSE OBJECTIVES:

LEVELS OF INDEPENDENCE

In evaluating objectives, the following levels of independence will be used:

With assistance: The student requires direction and information.

With minimal assistance: The student requires *occasional* direction and information.

With guidance: The student requires clarification, prompting and confirmation.

With minimal guidance: The student requires *occasional* clarification, prompting and confirmation.

Independently: The student works mostly on his or her own and seeks information, clarification and consultation as appropriate.

Direction: Tutor tells the student what to do, about what steps to take.

Information: Tutor tells the student specifics about a concept or topic.

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

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

Confirmation: Tutor provides positive feedback for correct information and direction provided by the student.

Consultation: The student provides tutor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.

Occasional: Indicates that input is provided by tutor 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 1940, the nursing student will be able to:

PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE

- 1. Practise within the legal and ethical standards established by the College and Association of Registered Nurses of Alberta and the Canadian Nurses Association, and according to legislated scope of practice, and provincial and federal legislation.**

Independently:

- demonstrate integrity
- demonstrate responsibility and accountability

With assistance:

- demonstrate respect for values, beliefs and rights of others
- demonstrate application of legal and ethical standards:
 - plagiarism
 - confidentiality
 - Code of Student Behaviour
- demonstrate commitment to the values of the profession of nursing and support of professional development of colleagues.

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

With assistance:

- differentiate own values/needs/rights/obligations from values/needs/rights/obligations of others
- discuss formal and informal power structures in the context of social/political action in nursing situations
- identify nursing issues requiring social and political action
- discuss the role of the individual nurse in social and political action
- discuss the role of professional nursing organizations in social and political action
- describe the planning process for engaging in social and political action.

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

Independently:

- demonstrate personal responsibility for learning.

KNOWLEDGE-BASED PRACTICE

- 4. Apply a critical thinking approach to nursing.**

With assistance:

- apply critical thinking strategies in developing sound clinical judgment in relation to health promotion and disease and injury prevention
- apply creative thinking, reflective thinking and insight in developing sound clinical judgment in relation to health promotion, and disease and injury prevention.

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

With assistance:

- explore selected areas of knowledge related to biological, psychological, socio-cultural and spiritual dimensions of the human response to stable variations in health

- explore selected areas of knowledge related to scope of practice and professional legislation.

6. Demonstrate evidence-based practice.

With assistance:

- utilize credible resources (research studies, experts, and others)
- examine research findings related to nursing situations
- describe the significance of research to practice (research studies, experts, and others)
- identify nursing problems that require investigation.

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

With assistance:

- discuss the use of nursing models/theories/metaparadigms
- identify models/theories from other disciplines and their application into nursing
- explore the application of selected nursing models/theories into nursing practice.

8. Demonstrate competence in health care informatics.

With assistance:

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

PROVISION OF SERVICE TO PUBLIC

9. Apply concepts and principles of primary health care.

With assistance:

- discuss principles of primary health care with healthy individuals across the life span
- discuss knowledge of health determinants in client situations
- discuss selected health promotion activities with individuals.

10. Demonstrate caring relationships in professional situations.

With assistance:

- recognize the uniqueness, worth and dignity of self and others
- demonstrate caring behaviours in interpersonal activities with clients, peers and others in the health care setting.

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

With assistance:

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

12. Demonstrate beginning leadership, management and administrative skills.

With assistance:

- use effective time management strategies in coordinating client care
- describe leadership roles
- use decision-making processes
- effectively lead a small group
- effectively perform an accurate appraisal of self and others.

13. Demonstrate the ability to deal with ambiguity and diversity.**With assistance:**

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

14. Demonstrate competence in clinical reasoning in relation to verbal and written communication, psychomotor skills, nursing process, priority setting, client education, in the promotion, restoration, rehabilitation and maintenance of health.**With assistance:**

- identify steps of nursing process
- use appropriate verbal communication skills
- use appropriate written communication skills
- discuss effective client education
- discuss prioritization of nursing activities
- perform selected assessment skills in a competent manner

Independently:

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

CONTEXT-BASED LEARNING**15. Demonstrate competence with context-based learning.****With assistance:**

- describe the components of context-based learning:
 - self-directed learning
 - group process
 - CBL process
- use the nursing process to plan nursing care for selected clients:
 - selected assessment skills
 - problem identification
 - outcomes
 - interventions
 - evaluation
- effectively use group process to facilitate learning of the group:
 - respect for the values and beliefs of others
 - responsibility and accountability for the learning of the group
 - group roles
 - caring behaviours
 - self-directed learning
 - influencing factors
- effectively use critical thinking in the group:
 - brainstorming
 - exploring (creativity, depth, breadth and relevancy)
 - sources of information
- use communication skills to enhance the context-based learning processes:
 - sharing personal information

- articulation
- clarity
- conciseness
- relevancy
- seeking and providing opinions, information and direction
- receiving and giving feedback
- use writing skills to enhance the context-based learning processes:
 - legibility
 - appropriateness
 - clarity
 - conciseness
 - relevancy.

REQUIRED RESOURCES

1. Core Concept Map: Nursing 1940
2. Working Definitions – Posted on Blackboard
3. Learning Packages: We're Expecting; Mark Hofer; Jean; Melanie Clark
4. Graduate Competencies Year-end Outcomes - Posted on Blackboard
5. Grade Descriptors
6. Map of Theoretical Labs, Clinical Labs, and Clinical Seminars - Posted on Blackboard
7. Tutorial Assessment Guide (TAG)
8. Other site-specific resources

RECOMMENDED RESOURCES (site specific)

All textbooks used in NS 1900 and NS 1910/1950

REQUIRED LEARNING EXPERIENCES

1. CBL Tutorial
2. Lab Activities

OPTIONAL LEARNING EXPERIENCES:

Fixed Resource Sessions:

Fixed resource sessions are presentations given by a number of content experts to assist students in obtaining the knowledge required for CBL tutorials and assignments. Attendance at these is highly recommended as the content covered by the experts is tested on assignments and the examination.

WITHDRAWAL DATE: Last date to withdraw with permission is January 25, 2008.

COURSE EVALUATION

1. Evaluation of student behaviour in CBL tutorial will be based on the Tutorial Assessment Guide (TAG).
2. An evaluation plan congruent with Year 1 outcomes (from 'Graduate Competencies and Year-end Outcomes' document) is required.

RECOMMENDED EVALUATION

- See *Evaluation Strategies Handbook*.

COURSE EVALUATION COMPONENTS

1. Lab preparation: 10%

At the beginning of each lab, you will be given a multiple choice lab quiz. Each quiz is worth 2% each x 5 labs; for a total of 10%. You will be provided with the readings for the labs in the week prior to the lab.

2. Clinical Judgment Exercise: Value: 20% of Final Grade

Due Fri, Jan 18th at 1200 hr

In the Clinical Judgment Exercise, self-directed learning abilities, and critical thinking skills are assessed. You will be given a nursing situation and instructions for completion, including specific questions to be answered. **The exercise will be handed out in the nursing fixed resource January 17th. The exercise is due Friday January 18th 2008 at 1200 hrs. The marking guide will be attached to the clinical judgment exercise when it is handed out.**

3. Scholarly Paper: Value: 25% of final grade

Due Mon, Jan 28 at 0830

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

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

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

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

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

Based on the literature, identify nursing strategies to prevent the injury or illness in your target population. Consider the concepts of Primary Health Care, Determinants of Health, and Health Promotion in developing your paper.

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

**4. Evaluation of Student Behavior in Tutorial: Value 15% of final grade.
Due Last week of classes**

Students' performance in tutorial is vital to self and other's learning. You will be assessed in the according to the items on the TAG. Input from your peers may be used in addition to your own self evaluation and the tutor's evaluation.

Students and faculty will each complete a final evaluation, using the format and criteria provided in Appendix B. A meeting between the tutor and the student will be arranged and the final mark will be arrived at after a discussion of the criteria used by each to arrive at the conclusions each one reached. If no resolution/consensus can be reached about the final grade, the instructor will assign the grade.

5. Final Examination: Value: 30% of Final Grade Due: Feb 13th, 2008; 0830-1120

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

6. OSCE

This objective examination of clinical skills is designed to ensure competence of skills learned in the laboratory setting. Each student will be expected to perform selected skills, according to criteria provided, at a competency level of 80%. The OSCE will be tested February 12 and 13 by appointment in lab times. The lab time on February 11th will be practice time.

Value: Pass/Fail. A student MUST attain a mastery of 80% to pass the OSCE. Students are required to pass the OSCE to pass the course, Nursing 1940.

Students have three opportunities to take this examination of clinical skills. If mastery is not attained on the first opportunity, the student must negotiate with the examiner to repeat the examination within five (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 five (5) class days of the second examination. If the student remains unsuccessful, a grade of "F" will be assigned to the course.

FAILURE TO COMPLETE ANY COURSE EVALUATION STRATEGIES 1-6 WILL RESULT IN A GRADE OF “F” FOR THAT EVALUATION STRATEGY.

LATE ASSIGNMENT POLICY

- All assignments and course evaluation strategies are required to be completed by the time and date specified in the course outline.
- Extension of the time specified for submission **may** be granted in case of illness or extenuating circumstances. Extensions **must** be negotiated with the instructor **prior to the required submission time and date**. A new date and time will be specified and will then become the required time and date.
- **A penalty will be imposed for all late assignments and course evaluation strategies. One letter grade per class day will be deducted from the total value of the assignment for each day the assignment is late.** For example, a scholarly paper, valued at B and handed in one class day late, will be valued at a B-. **Assignments will not be accepted after 5 days lateness.**

GRAND PRAIRIE REGIONAL COLLEGE GRADING SYSTEM; Grading Criteria for Nursing Courses:

Passing Grades in Nursing Courses:

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

Failing Grades in Nursing Courses

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

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

Appendix A

GRADING CRITERIA SCHOLARLY PAPER
NS 1940
Winter 2007

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

Appendix A continued

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

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

**University of Alberta Collaborative Nursing Program
TUTORIAL ASSESSMENT GUIDE – YEAR 1**

TUTOR NAME: (Print) _____

STUDENT NAME: (Print) _____

1. CONTENT

- 1.1 With assistance, identify selected areas of knowledge to explore concepts in learning packages: bio-psychosocial, spiritual, cultural concepts, and nursing theories/models
- 1.2 With assistance identify the values expressed in the CNA Code of Ethics
- 1.3 With assistance, identify elements of effective group process
- 1.4 With assistance identify criteria used to determine the credibility of resources.
- 1.5 With assistance, identify information relevant to the scope of practice and professional legislation regulating the practice of professional nurses (CARNA Standards)
- 1.6 With assistance, identify elements of critical thinking:
 - 1.6.1 deliberate and organized
 - 1.6.2 significant and relevant brainstorming
 - 1.6.3 comprehensive information
 - 1.6.4 significance of evidence-based information to practice
 - 1.6.5 identify predispositions to critical thinking

2. NURSING PRACTICE

- 2.1 With assistance, identify the steps of the nursing process to examine content relevant to each scenario
- 2.2 With assistance, identify the significance of specific skills relevant to each scenario.

3. GROUP PROCESS

- 3.1 With assistance, demonstrate respect for the values and beliefs of others
- 3.2 Demonstrate responsibility and accountability to the development of group by:
 - 3.2.1 with assistance, contribute to the development of acceptable group norms
 - 3.2.2 independently adhere to group norms of punctuality and presence
 - 3.2.3 with assistance, adhere to the group norm of participation
 - 3.2.4 with assistance, identify behaviors inconsistent with group norms
 - 3.2.5 with assistance, identify unprofessional behavior
 - 3.2.6 with assistance, identify issues and concerns
 - 3.2.7 with assistance, seek resolution to conflicts / concerns
 - 3.2.8 with assistance, help the group to evolve through the maturing process (forming, storming, norming, performing).
- 3.3 Demonstrate responsibility and accountability to the learning process of the group by:
 - 3.3.1 with assistance, participate in the development of appropriate learning goals
 - 3.3.2 with assistance, prepare for tutorial session
 - 3.3.3 with considerable assistance, provide constructive feedback.
- 3.4 With assistance, demonstrate competence with group process by assuming an active, functional role both verbally and non-verbally. Helps group stay focused on task.
- 3.5 With minimal assistance demonstrate caring behaviors in interpersonal interactions.
- 3.6 With minimal assistance, collaborate with peers to ensure that learning goals are met by:
 - 3.6.1 encouraging participation of others
 - 3.6.2 developing cooperative relationships with others

- 3.7 With assistance, identify formal and informal power structures in the group.
- 3.8 With assistance, assumes a variety of roles in the group, including leader, recorder, facilitator / motivator, and others as identified by the group.
- 3.9 With assistance, demonstrate self-directed learning by:
 - 3.9.1 identifying own style of working in the group
 - 3.9.2 monitoring own performance during tutorial
 - 3.9.3 actively learning about self through reflection
 - 3.9.4 accepting feedback
 - 3.9.5 actively identifying own strengths and areas for growth that affect the learning / tutorial process.
 - 3.9.6 identifying strategies to address areas for change
- 3.10 With assistance, identify situations of ambiguity and how diversity may affect group process.
- 3.11 With assistance, recognize how own values, beliefs and prior experiences contribute to assumptions made by self
- 3.12 With assistance, acknowledge how assumptions may affect group process/learning.

4. CRITICAL THINKING

- 4.1 With assistance, demonstrate critical thinking by:
 - 4.1.1 brainstorming thoroughly
 - 4.1.2 explaining, exploring and utilizing key concepts effectively
 - 4.1.3 proposing connections between concepts
 - 4.1.4 proposing concepts for further exploration
- 4.2 With assistance, explore learning packages with depth and breadth by:
 - 4.2.1 using varied and creative resources
 - 4.2.2 developing content in a thorough manner
 - 4.2.3 contributing to discussion that is relevant to the learning goals
 - 4.2.4 openly examining own and other's points of view
- 4.3 With assistance, use credible resources
- 4.4 With assistance, analyze articles for purpose, question/hypothesis, information, key concepts, implications for nursing, conclusions.

5. COMMUNICATION

- 5.1 Articulate ideas and information clearly.
- 5.2 Share personal information appropriately.
- 5.3 With assistance, facilitate group process by:
 - 5.3.1 orienting group members
 - 5.3.2 monitoring progress
 - 5.3.3 summarizing information effectively
 - 5.3.4 seeking direction as necessary
 - 5.3.5 being enthusiastic
 - 5.3.6 being sensitive to interpersonal dynamics
 - 5.3.7 providing feedback
- 5.4 With assistance, ensure the group's understanding of information by asking questions, seeking and giving opinions, checking comprehension, and giving more information as needed.
- 5.5 With assistance, intentionally apply a variety of communication skills.

6. WRITING ACROSS THE CURRICULUM

- 6.1** Handouts are clear, legible and appropriate.
- 6.2** Electronic communication is clear, concise and appropriate. This includes e-mails, web CT.
- 6.3** With assistance, formative evaluations are concise, precise and relevant to criteria; includes examples.
- 6.4** With minimal assistance, summative evaluations are concise, precise and relevant with integration of specific examples.

TUTOR NAME: (Print) _____

STUDENT NAME: (Print) _____

	A	B	C	D	F
<p>1. CONTENT</p> <p>1.1 With assistance, identify selected areas of knowledge to explore concepts in learning packages: bio-psychosocial, spiritual, cultural concepts, and nursing theories/models</p> <p>1.2 With assistance, identify the values expressed in the CNA Code of Ethics</p> <p>1.3 With assistance, identify elements of effective group process</p> <p>1.4 With assistance, identify criteria used to determine the credibility of resources.</p> <p>1.5 With assistance, identify information relevant to the scope of practice and professional legislation regulating the practice of professional nurses (CARNA Standards)</p> <p>1.6 With assistance, identify elements of critical thinking:</p> <p> 1.6.1 deliberate and organized</p> <p> 1.6.2 significant and relevant brainstorming</p> <p> 1.6.3 comprehensive information</p> <p> 1.6.4 significance of evidence-based information to practice</p> <p> 1.6.5 identify predispositions to critical thinking</p>					
<p>2. NURSING PRACTICE</p> <p>2.1 With assistance, identify the steps of the nursing process to examine content relevant to each scenario</p> <p>2.2 With assistance, identify the significance of specific skills relevant to each scenario.</p>					
<p>3. GROUP PROCESS</p> <p>3.1 With assistance, demonstrate respect for the values and beliefs of others</p> <p>3.2 With assistance, demonstrate responsibility and accountability to the development of group:</p> <p> 3.2.1 adhere to group norms of punctuality and presence</p> <p> 3.2.2 contribute to the development of acceptable group norms</p> <p> 3.2.3 adhere to the group norm of participation</p> <p> 3.2.4 identify behaviors inconsistent with group norms</p> <p> 3.2.5 identify unprofessional behavior</p> <p> 3.2.6 identify issues and concerns</p> <p> 3.2.7 seek resolution to conflicts / concerns</p> <p> 3.2.8 help the group to evolve through the maturing process (forming, storming, norming, performing).</p> <p>3.3 Demonstrate responsibility and accountability to the learning process of the group:</p> <p> 3.3.1 With assistance, participate in the development of appropriate learning goals</p> <p> 3.3.2 With assistance, prepare for tutorial session</p>					

<p>3.3.3 With considerable assistance, provide constructive feedback.</p> <p>3.4 With assistance, demonstrate competence with group process by assuming an active, functional role both verbally and non-verbally. Helps group stay focused on task.</p> <p>3.5 With assistance, demonstrate caring behaviors in interpersonal interactions.</p> <p>3.6 With minimal assistance, collaborate with peers to ensure that learning goals are met by:</p> <ul style="list-style-type: none"> 3.6.1 encouraging participation of others 3.6.2 developing cooperative relationships with others <p>3.7 With assistance, identify formal and informal power structures in the group.</p> <p>3.8 With assistance, assumes a variety of roles in the group, including leader, recorder, facilitator / motivator, and others as identified by the group.</p> <p>3.9 With assistance, demonstrate self-directed learning by:</p> <ul style="list-style-type: none"> 3.9.1 identifying own style of working in the group 3.9.2 monitoring own performance during tutorial 3.9.3 actively learning about self through reflection 3.9.4 accepting feedback 3.9.5 actively identifying own strengths and areas for growth that affect the learning / tutorial process. 3.9.6 identifying strategies to address areas for change <p>3.10 With assistance, identify situations of ambiguity and how diversity may affect group process.</p> <p>3.11 With assistance, recognize how own values, beliefs and prior experiences contribute to assumptions made by self</p> <p>3.12 With assistance, acknowledge how assumptions may affect group process/learning.</p>					
<p>4. CRITICAL THINKING</p> <p>4.1 With assistance, demonstrate critical thinking:</p> <ul style="list-style-type: none"> 4.1.1 brainstorming thoroughly 4.1.2 explaining, exploring and utilizing key concepts effectively 4.1.3 proposing connections between concepts 4.1.4 proposing concepts for further exploration <p>4.2 With assistance, explore learning packages with depth and breadth:</p> <ul style="list-style-type: none"> 4.2.1 using varied and creative resources 4.2.2 developing content in a thorough manner 4.2.3 contributing to discussion that is relevant to the learning goals 4.2.4 openly examining own and other's points of view <p>4.3 With assistance, use credible resources</p> <p>4.4 With assistance, analyze articles for purpose, question/hypothesis, information, key concepts, implications for nursing, conclusions.</p>					

<p>5. COMMUNICATION</p> <p>5.1 Independently articulate ideas and information clearly.</p> <p>5.2 Independently share personal information appropriately.</p> <p>5.3 With assistance, facilitate group process:</p> <ul style="list-style-type: none"> 5.3.1 orienting group members 5.3.2 monitoring progress 5.3.3 summarizing information effectively 5.3.4 seeking direction as necessary 5.3.5 being enthusiastic 5.3.6 being sensitive to interpersonal dynamics 5.3.7 providing feedback <p>5.4 With assistance, ensure the group’s understanding of information by asking questions, seeking and giving opinions, checking comprehension, and giving more information as needed.</p> <p>5.5 With assistance, intentionally apply a variety of communication skills.</p>					
<p>6. WRITING ACROSS THE CURRICULUM</p> <p>6.1 Handouts are clear, legible and appropriate.</p> <p>6.2 Electronic communication is clear, concise and appropriate. This includes e-mails, web CT.</p> <p>6.3 With assistance, formative evaluations are concise, precise and relevant to criteria; includes examples.</p> <p>6.4 With minimal assistance, summative evaluations are concise, precise and relevant with integration of specific examples.</p>					
<p>STUDENT COMMENTS:</p> <p>INSTRUCTOR COMMENTS:</p>					

Signatures:

Tutorial instructor: _____

Student * _____

Date _____

** signature indicates student has read the above information*

**** Note: Regarding Lab Tutors: Jim - Mon/Wed; Terry - Tues/Thurs.**

January 2008						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 STAT HOLIDAY	2	3 NFR: Orientation (Dot) Classes Begin	4	5
6	7 AM: Brainstorm We're Expecting PM: Prenatal Lab (Jim/Terry)	8 PM: Prenatal Lab	9 AM: Present We're Expecting PM: Prenatal Lab	10 NFR Inter D (Dot) PM: Prenatal Lab	11	12
13	14 AM: Brainstorm Mark Hofer PM: GI Lab (Jim/Terry)	15 PM: GI Lab	16 AM: Present Mark Hofer PM: GI Lab	17 Critical Judgment Exercise (CJE) (Dot) PM: GI Lab	18 1200 hrs: CJE due	19
20	21 AM: Present Mark Hofer PM: BSE lab (Jim/Terry)	22 PM: BSE Lab	23 AM: Brainstorm Melanie Clark PM: BSE Lab	24: NFR: Cross Cultural Nursing (Joan) PM: BSE lab	25	26
27	28 Paper Due at 0830 AM: Present Melanie Clark PM: Dressing Lab (Jim/Terry)	29 PM: Dressing Lab	30 AM: Present Melanie Clark PM: Dressing Lab	31 NFR: Breast Cancer (Dot) PM: Dressing Lab		

February 2007						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4 AM: Brainstorm Jean PM: Head and Neck lab (Jim/Terryl)	5 PM: Head and Neck lab	6 AM: Present Jean PM: Head and Neck lab	7 NFR: Victim's Assistance (Joan) PM: Head and Neck lab	8	9
10	11 AM: Present Jean PM: OSCE Practice Tutorial Evals by Appt	12 AM: Tutorial Evals by Appt PM: OSCE Testing	13 AM: Final Exam PM: OSCE Testing	14: AM: Tutorial Evals by appt. PM: OSCE Retests	15 Tutorial Evals by appt.	16
17	Reading Break 18-22					23
24	25 CLINICAL STARTS	26	27	28	29	