UNIVERSITY OF ALBERTA COLLABORATIVE BACCALAUREATE NURSING PROGRAM

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

NURSING 2900

2006 – 2007 COURSE OUTLINE

Course Tutors:

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Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, April 2006

<p align="center">**Nursing 2900**</p>

Course Outline

CALENDAR STATEMENT:

NURS 2900 Nursing in Context B *5 (fi 10) (first term, 1.5-6s-3 in 6 weeks).
Within the context of primary health care, the focus shifts to restoration, rehabilitation and support of clients experiencing chronic and less acute variances in health. Discussion related to health promotion and disease prevention continues. Intermediate health assessment and nursing skills are introduced. Prerequisites: NURS 1900, 1910, 1940, 1950.

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

COURSE DESCRIPTION:

Through the process of Context-Based Learning, the goal of this course is to continue development of concepts of health, health promotion, professional nursing, and human responses across the lifespan. The focus shifts to acute care of individuals within families and support of clients in the community experiencing chronic and less acute variances in health.

COURSE OBJECTIVES:

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

> **With assistance:** The student requires direction and information.

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

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

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

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

>> **Direction:** clinical tutor tells student what to do, about steps to take

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

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

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

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

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

>> **Occasional:** indicates that input is provided by clinical tutor now and then

Based on the learning goals from the Learning Packages, the current Core Concept Map, and site specific labs, upon completion of Nursing 2900, the nursing student will be able to:

PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE
1. **Practices within the legal and ethical standards established by the College and Association of Registered Nurses of Alberta and the Canadian Nurses Association, and according to legislated scope of practice, and provincial and federal legislation.**
   Independently:
   - demonstrates integrity
   - demonstrates responsibility and accountability

   With guidance:
   - demonstrates respect for values, beliefs and rights of others

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

2. **Engages in strategies for social and political action at a beginning level**
   With minimal assistance:
   - differentiates own values / needs/ rights / obligations from values / needs / rights / obligations of others
   - discusses formal and informal power structures in the context of social / political action in nursing situations
   - identifies nursing issues requiring social and political action
   - discusses the role of the individual nurse in social and political action
   - discusses the role of professional nursing organizations in social and political action
   - describes the planning process for engaging in social and political action

3. **Demonstrates skills and attitudes necessary for life-long learning**
   Independently
   - demonstrates personal responsibility for learning

KNOWLEDGE BASED PRACTICE
4. **Applies a critical thinking approach to nursing**
   With minimal assistance:
   - applies critical thinking strategies in developing sound clinical judgment in relation to restoration, rehabilitation and support
   - applies creative thinking, reflective thinking and insight in developing sound clinical judgment in relation to restoration, rehabilitation and support

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

With minimal assistance:
- explores selected areas of knowledge related to biological, psychological, socio-cultural and spiritual dimensions of the human response to less acute variations in health
- explores selected areas of nursing knowledge related to scope of practice and professional legislation

6. **Demonstrates evidence based practice.**
   With minimal assistance:
   - utilizes credible resources (research studies, experts, and others)
   - examines research findings related to nursing situations
   - describes the significance of research to practice (research studies, experts, and others)
   - identifies nursing problems that require investigation.

7. **Applies nursing and other relevant models/theories in the professional practice of nursing.**
   With minimal assistance:
   - discusses the use of nursing models / theories / metaparadigms
   - identifies models / theories from other disciplines and their application into nursing
   - explores the application of selected nursing models / theories into nursing practice.

8. **Demonstrates competence in health care informatics.**
   With minimal assistance:
   - uses a variety of selected information technology and other technology to support all scholarly activities and clinical practice.

PROVISION OF SERVICE TO PUBLIC
9. **Applies concepts and principles of primary health care.**
   With minimal assistance:
   - discusses principles of primary health care with healthy individuals across the lifespan
   - discusses knowledge of health determinants in client situations
   - discusses selected health promotion activities with individuals
   With assistance:
   - discusses selected strategies with aggregates

10. **Demonstrates caring relationships in professional situations.**
    With minimal assistance:
    - discuss how caring behaviors can influence health and healing
    - demonstrates caring behaviors in interpersonal activities with clients, peers and others in the health care setting
    - discuss caring relationships with clients

11. **Collaborates with clients, community agencies, community members, and members of other disciplines in a variety of settings.**
    With minimal assistance:
    - develops cooperative relationships with others to ensure learning goals are met

12. **Demonstrates beginning leadership, management and administrative skills.**
    With minimal assistance:
    - uses effective time management strategies in coordinating client care
    - describes leadership roles
    - uses decision-making processes
    - effectively leads a small group
    - effectively performs an accurate appraisal of self and others

13. **Demonstrates the ability to deal with ambiguity and diversity.**
    With minimal assistance:
    - identifies effects of ambiguity and diversity in all learning environments
    - identifies ambiguity and diversity in selected nursing situations
    - identifies own pattern of dealing with the effects of ambiguity and diversity
    - selects appropriate strategies for dealing with the effects of ambiguity and diversity in selected situations

14. **Demonstrates competence in clinical reasoning in relation to verbal and written communication, psychomotor skills, nursing process, priority setting, client education, in the promotion, restoration, rehabilitation and maintenance of health.**
    With minimal assistance:
    - identify steps of nursing process
    - uses appropriate verbal communication skills
    - uses appropriate written communication skills
    - discusses effective client education
    - discusses prioritization of nursing activities
    - performs selected assessment skills in a competent manner
    Independently:
    - performs selected psychomotor skills in a competent manner – lab setting

CONTEXT BASED LEARNING
15. **Demonstrates proficiency with CBL process.**
    With minimal assistance:
    - Demonstrates effective use of skills in self-directed, context-based, small group learning in clinical, tutorials and conferences.

REQUIRED RESOURCES

1. Core Concept Map: Nursing 2900
2. Working Definitions
3. Learning Packages
4. Graduate Competencies and Year End Outcomes
5. Grade Descriptors
6. Map of Theoretical Labs, Clinical Labs, and Clinical Seminars
7. Tutorial Assessment Guide (TAG)
8. Lab Manual

REQUIRED RESOURCES (site specific)

Ackley, B., & Ladwig, G. (2006) *Nursing Diagnosis Handbook: A Guide to Planning Care.*
    St. Louis: Mosby.

Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2006*). Medical-Surgical Nursing in Canada: Assessment
    and management of clinical problems (1st ed.).* St. Louis: Mosby.

Marriner Tomey, A. & Raile Alligood, M. (2006). *Nursing theorists and their work (6th ed.).* St. Louis:
    Mosby.

McCance, K. L. & Huether, S. E. (2006). *Pathophysiology: The biologic basis for disease in adults and children
    (5th ed.).* St. Louis: Mosby.

Osis, M. (2003). *Dosage Calculations in SI Units. (4th ed.).* St. Louis: Mosby.

Potter, P. A. & Perry, A. G. (2006). *Canadian fundamentals of nursing (3rd ed.).* St. Louis: Mosby.

Wilson, S. F. & Giddens, J. F. (2005*). Health assessment for nursing practice.* St.   Louis: Mosby.

Wong, D., Perry, S., Hockenberry, M., Lowdermilk, D., & Wilson, D. (2006) *Maternal Child Nursing
    Care (3rd ed.)* St. Louis: Mosby.

RECOMMENDED RESOURCES (site specific)

Johnson, Bulechek, Butcher, & Dotcherman (2006) *NANDA NOC and NIC Linkages,* St. Louis:
    Mosby.

Wong, D., Perry, S., Hockenberry, M., Lowdermilk, D., & Wilson, D. (2006) *Maternal Child Nursing
    Care, Study Guide (3rd ed.)* St. Louis: Mosby.

NS 2910 – Will want to purchase a Medication Drug Guide; a Laboratory Tests and Diagnostic
Procedures Manual; and a Nurse's Guide to Clinical Procedures.

REQUIRED LEARNING EXPERIENCES
1.   CBL Tutorial
2.   Lab Activities

REQUIRED EVALUATION
1. Evaluation of student behavior in CBL tutorial will be based on the Tutorial Assessment Guide (TAG).

2. An evaluation plan congruent with Year 2 outcomes (from Graduate Competencies and Year End Outcomes document) is required.

RECOMMENDED EVALUATION
- See Evaluation Strategies Handbook

Important Policies!!!

Withdrawal Date:
As our semesters run on two 7 week courses, the withdrawal deadline for NS 2900 with permission, is Friday, October 6th, 2006 as per the GPRC 2006/2007 Calendar. Students who drop a course after this date will receive a WF on their transcript.

Nursing Program Policies:

Please refer to the Grande Prairie Regional College calendar and the University Of Alberta Collaborative Baccalaureate Nursing Program with Grande Prairie Regional College Student Handbook for specific nursing program policies.

Assignment Policy:
It is expected that **ALL** assignments are completed in order to pass a course.

All assignments are expected to be passed in at the time and place they are due. Extensions on assignments may be granted and must be negotiated with the instructor prior to the due date and with a date specified for late submissions.

A penalty of one letter grade per day will be deducted from the final mark of a late assignment. For example, a paper graded at a C would receive an adjusted grade of C- if handed in one day late. Late assignments are due by 1600 hours in the front office and must be verified (stamped with date and time) by Nursing Office personnel.

Plagiarism and Cheating:

Please refer to your rights and responsibilities in the Grande Prairie Regional College 2006/2007 Calendar on pages 46-50.

We expect honesty from our students. This demands that the contribution of others be acknowledged (GPRC Calendar, 2006/2007). Penalties will be given according to the degree of the plagiarism or cheating. **If you are unsure whether an action is plagiarism or not, please consult your tutor.** Cheating refers to dishonest conduct such as speaking in an exam, bringing written material not authorized by the tutor, tampering with grades, or consciously aiding another student to cheat). Please refer to pages 44-45 of your GPRC Calendar.

Grading System:

A grade will be assigned for each assignment using the marking criteria and then based on the grade descriptors (excellent, good, satisfactory, poor). Rationale will be given as to the assigned grade. Grading descriptors will be provided for each assignment.

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

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

These are considered passing grades in Nursing courses

D+	1.3	Poor
D	1.0	Minimal Pass
F	0.0	Failure

These are NOT considered passing grades in Nursing courses.

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

**Note: Refer to the 2006-07 College calendar p. 41 for further details regarding the grading policy and pages 122-123 regarding Progression Criteria in the Bachelor of Science in Nursing program.

Grade Distribution
NS 2900

Name:_____ Tutor:_____

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

These are considered passing grades in Nursing courses

D+	1.3	Poor
D	1.0	Minimal Pass
F	0.0	Failure

These are NOT considered passing grades in Nursing courses.

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

Evaluation	Grade	4-point Equivalent	Percentage of Total Mark	Value
Pre Quizzes			15%	
Critical Thinking Exercise			25%	
Final Exam			35%	
Tutorial Eval.			25%	
OSCE pass/fail				
				Total:

Total 4-Point Equivalent Values: _____

Translated to Final Grade: _____

Grades for each assignment were translated into the 4-point equivalent, were then multiplied by the percentage of total mark for each assignment. The value of the percentages are added up to make a total. That total was converted back into the grade scale to receive your final grade. If you have any questions or concerns, please see your tutor. Your final exams can be viewed by setting up an appointment with your tutor.

COURSE EVALUATION

In order to pass Nursing 2900 (ie: receive a grade of C-) it is necessary that all of the following assignments be completed. Failure to complete and submit an assignment will result in receiving a mark of zero for that assignment.

ITEM	VALUE
1. Scenario Pre-Quizzes	15%
2. Critical Thinking Exercise	25%
3. Final Exam	35%
4. Tutorial Evaluation of Behaviors in CBL	25%
5. OSCE	Pass or Fail

1. Pre-Quizzes (15%)

The purpose of the pre-quiz is to ensure students have a basic and common understanding of the content and concepts at the beginning of the scenario. This will facilitate group discussion and critical thinking related to the content. Quizzes will be given after the brainstorming and before presentation of material usually on the Mondays. Students will receive a zero if they are unable to attend to write the quiz for that day (excused or not).

Grading for Pre-tests:

Each pre-test will be given a score. The total of all pre-test scores will be given a percentage out of 100. Your grade will be based on your percentage according to the following grid:

Grade	Designation
A+	Excellent
A	
A-	First Class Standing
B+	
B	Good
B-	

C+	Satisfactory
C	
C-	
D+	Minimal Pass
D	
F	Fail

2. Critical Thinking Exercise (25%)

The focus of the learning issue is any topic deemed a **priority** for nursing practice; that is, interacting with clients with chronic, less acute and short term variations in health. Students will engage in individual brainstorming and will be asked to identify a critical question to research. It should be noted that scenarios for the critical thinking exercise may contain new disease processes/pathology. The critical thinking exercise worksheet with instructions will be given at the time of writing.

Critical thinking exercise marking criteria and grading guide are in the course outline on pages 15-18.

Critical Thinking Exercise: September 22 during FRS.

3. FINAL EXAM (35%)

The final exam will be comprised of multiple choice and short answer questions. Questions will arise from your core concept map including, pharmacology, medical terminology, pathophysiology, labs, general nursing and information presented during Nursing Fixed Resources. Please refer to your core concept map in your learning package.

The final exam is scheduled for Monday, Oct. 23rd, 2006.
Please refer to the
Examination Policies located in your Student Handbook.

Each final exam will be given a percentage out of 100. Your grade will be based on your percentage according to the following grid:

Grade	Designation
A+	Excellent
A	
A-	First Class Standing
B+	
B	Good
B-	
C+	Satisfactory
C	
C-	
D+	Minimal Pass
D	
F	Fail

4. Tutorial Evaluation (25%)

Students will be required to submit daily self evaluations as well as complete daily peer-evaluations. 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.

For each student the tutor will consider input from the individual and peers to arrive at the final grade. By the end of the course the student must consistently demonstrate appropriate behaviors in order to pass.

Attendance at CBL tutorials is expected; absence will jeopardize successful completion of the course.

Evaluation of student in tutorial will be based on the course objectives and on:
- Content
- Critical Thinking
- Group process
- Communication
- Nursing Practice
- Writing across the curriculum

Final Tutorial Evaluations October 19th, 2006.

5. **OSCE** (pass/fail)

OSCE practice and OSCEs are scheduled during regular lab time.

OSCE practice	*October 16, 2006 1300-1700*
OSCE	*October 18, 2006 1200-1700*
	October 19, 2006 0900-1300

OSCEs to be tested will be chosen by the lab instructors. Please see Lab Manual for further information regarding grading.

***In order to receive a passing grade of C- in the course,
the OSCE must be passed***

(Criterion for a passing grade for each OSCE is individualized. Please see the Lab Manual for Grading Criterion)

Math Calculation Exams:

There will be a total of 2 math calculation tests for NS 2900.
Students are required to obtain 80% to pass the calculation component of the OSCE.
You must pass the math calculation portion to pass the OSCE, you will be given 2 re-writes.

The math calculation exams will be on September 29th and October 13th during the FRS.

Math Calculation Exam # 1 Modules # 4, 5 and 6.   **September 29th**
Math Calculation Exam # 2 Modules # 7 and 8.   **October 13th**

*** Please ensure that you review the required modules from NS 1900 and NS 1940***

NS 2900
Critical Thinking Exercise

In this exercise, you will be given a nursing situation and be asked to provide a nursing care plan for the health care problem.

The assignment must be handed in no later than 0830 during the tutorial on Monday, September 25th, 2006.

1.   Brainstorm what information you would need to know related to this situation. What assessments would be necessary to gather the data. Explain why these are necessary. Organize your data into themes.
2.   What would be the concerns (more than one) for this client?
3.   What would the priority concern be? Provide rationale for choosing this one concern as the priority.
4.   Develop this concern into a NANDA diagnosis.
5.   What are the goals or expected outcomes for the client related to the priority nursing diagnosis?
6.   What nursing interventions are required to address the problem identified as the priority? Provide evidence (rationale) to support these interventions.
7.   How would you evaluate the goals or expected outcomes?
8.   Identify the most important conclusion (key concepts) you have made from your information that you would like to make sure your classmates understand. This should be 4 or 5 sentences at the most.

Format:
1. Please attach the scenario to your answers when you hand in this assignment.
2. Be sure to put your name on the scenario and your typewritten answers. Must be typed.
3. Provide references or sources for your information as appropriate. Citations should be in APA format.
4. Hand in the completed assignment on to your tutor for NS 2900.

Nursing 2900
Critical Thinking Grading Criteria

A

- List of brainstorming questions demonstrate comprehensiveness and relevance to the scenario

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

- Nursing concerns are pertinent, realistic, and clearly identified.
- Priority nursing concern identified, with rationale, is the most relevant to the scenario, and demonstrates excellent depth, clarity, and insight.
- Priority concern is developed into a comprehensive NANDA diagnosis, is client specific, correctly written and "as evidenced by" and "related to" statements are included.
- Rationale demonstrates comprehensive insight, clarity, depth, and understanding of nursing practice.
- Expected outcomes and goal for the priority nursing concern are comprehensive, relevant, specific, achievable, and measurable, and related to the priority nursing concern.
- Nursing interventions are clearly stated, specific, relevant, comprehensive, and supported by relevant and credible evidence.
- Clearly describes how progress toward the outcomes would be evaluated.
- A comprehensive conclusion that sums up key concepts is provided in a clear and concise form.
- Exceptionally well organized and legible. Relationship between ideas evident. Minimal errors in grammar and spelling.

B

- List of brainstorming questions generally demonstrate comprehensiveness and relevance to the scenario however some gaps in content areas noted

- Key assessment areas identified are generally organized into themes but not clearly stated, concise, or comprehensive. Nursing concerns identified are realistic and clearly stated.
- Priority nursing concern, with rationale, is relevant to the scenario, and demonstrates very good depth, clarity, and insight.
- Priority concern is developed into a NANDA diagnosis, is mostly client specific, correctly written and "as evidenced by" and "related to" statements are included.
- Most expected outcomes and goal are relevant, specific, achievable, measurable, and related to the priority nursing concern.
- Nursing interventions are clearly stated, however, are less comprehensive. Evidence to support interventions not clearly related to scenario.
- Identifies how outcomes will be evaluated, but lacks some clarity or depth.
- A conclusion that sums up key concepts is provided mostly in a clear and concise form.
- Well organized and legible. Some errors in grammar and spelling.

C

- List of brainstorming questions are incomplete, only some of the data are listed into themes and only somewhat relevant to the scenario

- Assessment areas are incomplete. Relevance and relationship to scenario not clearly evident.
- Nursing concerns identified but are not concise, explicit, and relevant to the scenario not clearly evident.
- Priority nursing concern is identified but lacks some relevance to the scenario.   Rationale lacks depth, clarity, and insight.
- Priority concern is developed into a NANDA diagnosis, is somewhat client specific, is incorrectly written and one of the following statements is "as evidenced by" and "related to" missing
- Some expected outcomes and goal are related to the priority nursing concern, but are not measurable or specific.
- Most obvious nursing interventions are stated, but are not specific. Evidence to support the interventions lacks relevance or is not applicable.
- Evaluation criteria are underdeveloped or lack specificity.
- A conclusion that sums up some key concepts is provided but lacks some clarity and lacks specificity.
- Legible, adequately organized although relationship between ideas unclear in places. Several errors in grammar and spelling.

D

- List of brainstorming questions are mostly irrelevant

- Assessment is superficial and incomplete in relation to scenario and the data is incorrectly organized into themes.

- Identification of probable nursing concerns is unclear, ambiguous, or irrelevant.
- A priority nursing concern is identified, however, its relevance to the scenario is weakly linked, and the rationale does not support relevant to scenario.
- Priority concern is developed into an irrelevant NANDA diagnosis, is not client specific, is incorrectly written and both the "as evidenced by" and "related to" statements are missing.
- A few expected outcomes and goal are identified, however, they may not be related to the priority nursing concern. Some outcomes are not measurable
- Some relevant nursing interventions are missing and the evidence provided to support nursing interventions lacks credibility, eg: sources are questionable or depth of research is lacking.
- Evaluation criteria are irrelevant, incomplete, superficial, or underdeveloped.
- A conclusion is provided but lacks a summary of key concepts, is incomplete and underdeveloped.
- Content is present, however, lack of structure and organization is evident. Many errors in grammar and spelling.

F
- List of brainstorming questions is incomplete, irrelevant and/or ambiguous.
- Identified assessments are inadequate, irrelevant and/or ambiguous and themes are not identified.
- Nursing concerns identified are not nursing concerns.
- Unable to clearly identify the priority nursing concern or provide rationale.
- Priority concern is not developed into a NANDA diagnosis,

- Outcomes and goals are unrelated to nursing diagnosis, not measurable, or specific.
- Nursing interventions identified are irrelevant. No evidence or sources cited to support the interventions identified.
- No evaluation criteria stated.
- Conclusion is missing.
- Disorganized, difficult to read. Errors in grammar and spelling prohibits clear readability.

Context Based Learning (CBL) Faculty and Student Roles in Tutorial Setting

A. Tutor Role

1. **In order to facilitate the CBL principle that learning is deliberate, focused, and outcome-oriented, the tutor:**
   a. understands relationship between learning situations under exploration by students and overall goals of the context-based learning curriculum.
   b. serves as a learning process guide rather than a content expert for students oriented towards learning focused context-based learning outcomes.

2. **In order to facilitate the CBL principle that students are active, involved, independent learners, the tutor:**
   a. guides students through active learning process by asking questions rather than giving instructions thereby stimulating students to:
      i. discover what it is they do not know or understand
      ii. determine what they need to learn
      iii. determine how they will go about meeting their learning needs
      iv. seek credible resources that adequately address their learning needs
      v. synthesize information in relation to the demands of the context-based situation
   b. encourages students to be critical thinkers through a facilitative process that involves first modeling, then coaching and eventually mostly observing the students in action.

3. **In order to facilitate the CBL principle that learning is deliberate, deep, reflective, critical activity, the tutor:**
   a. challenges rather than confirms all conclusions that students reach, not just those that may be wrong (e.g. "Are there other possibilities you may not have though of?"; "Let's stop and review our hypothesis again.")
   b. encourages students to question their own ideas and hypotheses (e.g., "Do the rest of you agree with that?"; "What is the supporting evidence for that idea?"; "What do you mean?"; "How do you know that's true?"; "Can you please explain that to us?"; or, "Why do you want to know that?")
   c. probes even after students feel they have learned (e.g. "What does that do for you?", "What does it mean in terms of your ideas about the situation?")

4. **In order to support the development of constructive group dynamics, the tutor:**
   a. expects and feels comfortable with the various phases of group development
   b. uses facilitative communication skills that support task and maintenance group functions
   c. fosters discussion patterns in group that involve all students
   d. encourages debate and disagreement, among group members
   e. supports decision-making process that has the support of all group members
   f. addresses dysfunctional group behaviors with entire group, constructively exploring how to reduce the negative effects on group progress
   g. models constructive ways of giving others feedback about their contributions to group process

5. **In order to facilitate evaluation of student tutorial performance, the tutor:**
   a. reviews and clarifies overall program goals with those of each context-based learning situation
   b. helps students articulate personal learning objectives and the means by which to evaluate whether and how well each of those objectives is attained.
   c. provides constructive feedback to students throughout learning process identifying both what has been as well as what remains to be achieved by student
   d. prepares an evaluative report for each student indicating whether the expected tutorial learning outcomes for a given term have been achieved

6. **Respecting learner needs that are both individually unique and common to groups of students, the tutor:**
   a. helps students realize that each one comes to the group with valuable skills and experiences
   b. listens to student concerns with open verbal/non-verbal communication behaviors
   c. supports students on a personal level, building them up not putting them down
   d. encourages during periods of frustration thus encouraging students to believe in their capabilities.
   e. is open to variation as well as commonalities in life experience; accepts differences in opinion
   f. attends to group process in tutorials with interest and enthusiasm so that students feel what they are experiencing matters
   g. is flexible in scheduling time to meet with students outside of usual tutorial times

7. **In order to create a climate of trust in a tutorial setting, the tutor:**
   a. both models and supports individual risk-taking behavior reflecting moves from comfortable to new positions and roles
   b. respects the behaviors and roles assumed by group members
   c. asks group for permission before assuming leadership role in group process work
   d. follows words, promises and commitments through with actions
   e. models willingness and ability to identify personal strengths and weaknesses that influence group functioning.

B. **Student Role**

1. **Students take an active, independent approach to their learning by:**
   a. determining what they need to pursue as learning issues within the Undergraduate Nursing CBL Curriculum
   b. directing their own inquiry through group process work

2. **Students are committed to the group and willingly share their intellect, knowledge and expertise as demonstrated by their:**
   a. attending scheduled CBL group sessions as a requirement of the undergraduate program

    b.   being prepared for group sessions by having completed their work assignment previously determined by their group

3. **Students share equally in group roles and responsibilities that facilitate their learning through group process work by:**
    a.   helping group members to focus on given situations through reading it aloud
    b.   recording the learning issues, assumptions and connections made by group (i.e., hypotheses) as well as other public lists of data, graphic representations important to their learning
    c.   moderating group sessions and keeping track of learning issues and responsibilities for next session
    d.   keeping track of the time used during group session to ensure the various and necessary activities of CBL group work occur.

4. **Students follow through with the analysis and decision-making process associated with CBL situations specifically by:**
    a.   identifying learning issues within a given situation
    b.   determining group member assignments needed for pursuing the learning issues
    c.   individually or collectively completing assignments as planned by group
    d.   sharing what has been learned, interpreted and synthesized with entire group
    e.   participating in the end-of-session review of each CBL situation
    f.   encouraging and supporting participation of other group members during group sessions
    g.   appraising credibility of information shared in group sessions according to sources utilized and cited by group members
    h.   providing feedback about individual and collective group member performance to group as a whole
    i.   being open to receiving feedback about own performance and contribution to group process from fellow group members

5. **Students demonstrate respect and responsibility for the resources utilized in pursuing learning issues both in relation to their own needs as well as the needs of other students by:**
    a.   taking only the resources and materials that are necessary for learning issues being pursued
    b.   returning resources and materials promptly when finished using them.

NS 2900 Tutorial Assessment Guide

4: Excellent   3: Very Good   2: Good, Average, Satisfactory   1: Minimal Pass   0: Fail

TUTOR NAME: (Print)_____

STUDENT NAME: (Print) _____

	4	3	2	1	0

1. CONTENT
   1.1 With assistance, apply selected areas of knowledge to explore concepts in learning packages: bio-psychosocial, spiritual, cultural concepts, and nursing theories/models.
 	
   1.2 With assistance apply the values expressed in the CNA Code of Ethics.
 	
   1.3 With guidance, identify elements of effective group process.
 	
   1.4 With assistance, apply criteria used to determine the credibility of resources.
 	
   1.5 With minimal assistance, identify information relevant to the scope of practice and professional legislation regulating the practice of professional nurses (CARNA Standards).
 	
   1.6 With assistance, discuss 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, explain how the nursing process can be applied to each scenario.
 	
   2.2 With minimal assistance, identify the significance of specific skills relevant to each scenario.					

3. GROUP PROCESS
   3.1 With guidance, 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 minimal 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 minimal assistance, adhere to the group norm of participation
      3.2.4 with guidance, identify behaviors inconsistent with group norms
      3.2.5 with minimal guidance, identify unprofessional behavior
      3.2.6 with guidance, identify issues and concerns
      3.2.7 with minimal assistance, seek resolution to conflicts / concerns
      3.2.8 with minimal assistance, help the group to evolve through the maturing process (forming, storming, norming, performing).					

	4	3	2	1	0
3.3 Demonstrate responsibility and accountability to the development of group by:					
3.3.1 with guidance, participate in the development of appropriate learning goals					
3.3.2 with minimal assistance, prepare for tutorial session					
3.3.3 with assistance, provide constructive feedback					
3.4 With guidance, 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 guidance, demonstrate caring behaviors in interpersonal interactions.					
3.6 With guidance, 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 minimal assistance, identify formal and informal power structures in the group.					
3.8 With guidance, assume a variety of roles in the group, including leader, recorder, facilitator, motivator, and others as identified by the group.					
3.9 With minimal assistance, demonstrate self-directed learning:					
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 minimal 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 and others.					
3.12 With minimal assistance, acknowledge how assumptions may affect group process/learning.					
4. **CRITICAL THINKING**					
4.1 With minimal assistance, demonstrate critical thinking:					
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 minimal 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	3	2	1	0
4.2.4 openly examining own and other's points of view					
4.3 With guidance, use credible resources					
4.4 With minimal assistance, analyze articles for purpose, question/hypothesis, information, key concepts, assumptions, implications for nursing, conclusions.					

5.   COMMUNICATION
5.1 Articulate ideas and information clearly.
 	
5.2 Share personal information appropriately.
 	
5.3 With guidance, 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 guidance, 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 guidance, 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 minimal assistance, formative evaluations are concise, precise and relevant to criteria; includes examples. **6.4** With minimal guidance, summative evaluations are concise, precise and relevant with integration of specific examples.					
COMMENTS:					

University of Alberta Collaborative Nursing Program
TUTORIAL ASSESSMENT GUIDE – YEAR 2

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