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

Nursing 2900

COURSE OUTLINE

Fall 2005

Course Tutors:

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Originally Developed by the Clinical Experience Development Committee
Revised by the Learning Experiences Development Committee, May 2004.

Approved: May 2004.

Nursing 2900
Course Outline

CALENDAR STATEMENT:

GPRC Calendar: (0-6-3). 63 Hours 7 Weeks. September 2nd to October 28th, 2005. 5 Credits.

NURS 2900 Nursing in Context B
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: 1900, 1910, 1940, 1950.

COURSE HOURS: *In a 7-week course, the weekly hours for NS 2900 is:*

   FRS: 3   *Tutorial: 6*   *LAB: 3*

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:

In addition to maintaining competency with previous course objectives, and based on the current Core Concept Map, upon completion of Nursing 2900, the nursing student will be able to:

1. Discuss issues related to the delivery of health care in Canada and their implications for nurses considering ethics, legalities and political action.

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

3. Demonstrate an understanding of social and political action at a beginning level:
   ▪ Apply principles of change theory in nursing situations

4. With minimal assistance, use a variety of information technology to support scholarly activities.

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

6. With guidance, apply knowledge of biological, psychological, sociological, cultural and spiritual factors on the human response with chronic and less acute variations in health across the lifespan.

7. With minimal assistance, organize and apply nursing knowledge according to selected models and frameworks.

8. With minimal assistance, demonstrate effective use of the nursing process / clinical decision making process with clients experiencing chronic and less acute variations in health across the lifespan.

9. With minimal assistance, appraise and share with colleagues, published research studies relevant to scenarios.

10. With assistance, demonstrate competence in understanding ambiguity and diversity:
    - In selected nursing situations
    - In providing support to clients in transition
    - In developing resource networks.

11. Demonstrate beginning competence in leadership and management skills
    - With assistance:
        - Use effective time management strategies
        - Apply decision making process
    - With minimal assistance:
        - Lead a small group of peers
        - Evaluate self and others

12. Discuss roles and functions of registered nurses in restoration, rehabilitation and support.

13. Apply knowledge of caring relationships and therapeutic communication.

14. Describe the factors which facilitate collaboration of the Registered Nurse with other health professionals.

15. Demonstrate competence in selected nursing skills for care of the client experiencing chronic and less acute variances in health.

Required for NS 2900:

Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2004*). Medical-Surgical Nursing: Assessment and management of clinical problems (6th ed.).* St. Louis: Mosby*.*

Pilletteri, A. (2003*). Maternal and child health nursing: Care of the childbearing and childrearing family (4th ed.).* Philadelphia, PA: Lippincott*.*

Marriner Tomey, A. & Raile Alligood, M. (2002*). Nursing theorists and their work (5th ed.).* St. Louis: Mosby

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

Karch, A.M. (2003*). Focus on nursing pharmacology (3rd^d ed.).* Philadelphia, PA: Lippincott*.*

McCance, K. L. & Huether, S. E. (2002*). Pathophysiology: The biologic basis for disease in adult children (4th ed.).* St. Louis: Mosby.

Potter, P. A. & Perry, A. G*. (2001). Canadian fundamentals of nursing (2nd ed.).* St. Louis: Mosby*.*

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

Lab Manual

Required Resources that are Part of Course Outline and Located in Learning Package:

·   Core Concept Map
·   Working Definitions
·   Learning Packages
·   Graduate Competencies and Level Outcomes

Recommended:

Medication Drug Guide that you will be purchasing in NS 2910.
Laboratory Tests and Diagnostic Procedures in NS 2910.
Nursing Care Plan book that you will be purchasing in NS 2910.

Important Policies!!!

Withdrawal Date:
As our semesters run on two 7 week courses, the withdrawal deadline for NS 2900 with permission, is Friday, October 7th, 2005 as per the GPRC 2005/2006 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.

Plagarism and Cheating:
Please refer to your rights and responsibilities in the Grande Prairie Regional College 2005/2006 Calendar on pages 46-50.

We expect honesty from our students. This demands that the contribution of others be acknowledged (GPRC Calendar, 2005/2006). Penalties will be given according to the degree of the plagiarism or cheating. **If you are unsure whether and 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 47-48 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 2005-06 College calendar p. 40 for further details regarding the grading policy and p. 144 and 145 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
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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
Scholarly Paper			25%	
Pre Quizzes			10%	
Critical Thinking Exercise			15%	
Final Exam			30%	
Tutorial Eval.			20%	
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 those 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 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. Assignment #1: Critical Thinking Exercise	15%
2. Assignment #2: Scholarly Paper	25%
3. Tutorial Evaluation of Behaviors in CBL	20%
4. Pre-Scenario Quizzes	10%
5. Final Exam	30%
6. OSCE	Pass or Fail

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

OSCEs will be tested twice this semester:

> OSCE # 1   *September 30th, 2005 1200-1600*
> OSCE # 2   *October 19 and 20th*

Osces which are 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, OSCEs 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 one math calculation exam for each OSCE (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 first math calculation exam will be on September 28th during FRS and the

second will be on October 18th prior to lab practice.

Math Calculation Exam # 1 Modules # 4, 5 and 6.   **September 28th**
Math Calculation Exam # 2 Modules # 7 and 8.   **October 18th**

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

2.   **Written Paper** (25%)
Students are to write a 10-page scholarly paper according to APA format. See paper guidelines for further information.

Due Date for Paper: October 3rd, 2005

3. Final Exam (30%)
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 exam is scheduled for Oct. 24th, 2005. Please refer to the
<u>Examination Policies</u> 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. Critical Thinking Exercise (15%)

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 triple jump 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 this course outline on page 14 and 15.

Critical Thinking Exercise: October 5th at 0830.

5. Tutorial Evaluation(20%)

Students will be required to submit daily self evaluations as well as complete a daily peer-evaluation. 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 (see attached forms).

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 25th – 27th, 2005

6. Pre-Quizzes (10%)

The purpose of the prequiz 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). The lowest score of one of your pre-tests will be eliminated from the overall mark.

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

NS 2900
Critical Thinking Exercise

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

**Assignment must be handed in no later than 0830 during Tutorial on Friday
October 7th, 2005.**

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

<u>A</u>

- 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.

<u>B</u>
- 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.

<u>C</u>

- 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.
- 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.

Guidelines for Theory Paper

Purpose:

The purpose of this assignment is for the student to be able to clearly articulate his/her beliefs related to the concept of caring and to compare and contrast those with Watson's theory of nursing.

Introduction:

Introduces topic
Clearly States purpose of the paper

Theory

Answer the following questions in your own words:

1. Define who the client is. How do you develop a relationship with this client?
2. What is caring? How do you believe a nurse shows caring to his/her clients? Why is caring important?
3. What does the literature say about caring?

Watson's Theory

Compare your answers to what Watson believes about caring. How does Watson differ from your beliefs? Are there similarities?

Nursing Practice

Reflect on a situation you have had with a client and how you incorporated your beliefs about caring. How could you apply Watson's model to this situation using the clinical caritas? What are some of the benefits to using Watson's model? What would be some of the difficulties the nurse could have in applying Watson's model to practice?

Conclusion

Clearly summarizes paper
Indicates logical conclusions

Format

Paper is free of typographical and grammatical errors.
Paper is the appropriate length of 10 pages
Paper is written in a logical and easy to follow sequence.
APA referencing is used correctly throughout paper.
Appropriate use of a variety of resources used to support ideas

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

Outstanding *A+*	*Extraordinary and creative writing ability demonstrated in development and presentation of ideas. Outstanding integration of theoretical and/or empirical knowledge. Consistent identification of salient argument(s) throughout. Objective application of evidence and reasons to support warranted, justified conclusions and appropriate generalizations in relation to the topic. Grammatical presentation and APA format requires minimal revision.*
Excellent *A to A-*	*Excellent writing ability demonstrated. Paper has structure and is well organized. Identifies relevant ideas. Creative and thorough integration of theoretical and/or empirical knowledge with own ideas. Thoughtfully evaluates major alternative points of view. Draws warranted conclusions. Grammatical presentation and APA format requires minimal revision.*
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.*
Good *C +*	*Generally well written with some specific areas regarding structure and/or organization requiring improvement. Integration of theoretical and/or empirical knowledge with own ideas is evident in the identification of key ideas. Offers some relevant supporting evidence for ideas. Draws conclusions. Explanation of assumptions and reasons for conclusions is inadequate. A few incorrect grammatical structures and spelling errors evident. APA format requires some revision.*
Satisfactory *C to C-*	*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.*
Pass *D*	*Content is present, however there is a lack of structure and organization within the paper. Poor integration of theoretical and/or empirical knowledge with own ideas. Little evidence of analysis or evaluation of alternative points of view. Justifies few conclusions with superficial explanation of reasons. Incorrect grammatical structures and spelling errors evident. Minimal evidence of APA format.*
Fail *F*	*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.*
Fail *F*	*Writing demonstrates inability to carry out assignment directions. Information superficially addressed. Ignores obvious alternative points of view Grammar and format of paper are poorly done.*
Fail *F*	*Paper not handed in; paper plagiarized.*

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.

NURSING 2900
FALL 2005
EVALUATION OF STUDENT PERFORMANCE IN CBL TUTORIAL

Name: *Final Grade:*

Participation in Group

	Excellent	Very Good	Good	Marginal	Failure
Is punctual for tutorial					
Attends all tutorials					
Respects the right of group members to express their ideas & opinions					
Listens and responds to others with respect					
Contributes to the development/maintenance of group objectives/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 & 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 & 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					

Comments:

Presentation of Content

	Excellent	Very Good	Good	Marginal	Failure
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 processes					
Comes prepared with tasks completed as negotiated with the group					
Identifies a variety of valid resources in collecting information					
Fosters group discussion					

Comments:

Self Direction

	Excellent	Very Good	Good	Marginal	Failure
Identifies self assessment of learning & possible gaps in knowledge					
Identifies own strengths & weaknesses that affect group & individual learning					
Demonstrates understanding of differences between tutor -directed and self-directed learning; views tutor as facilitator & additional resource					
Collects & validates information gathered to conduct self-assessment					

Comments:

Tutor General Comments:

Signatures:

Tutor: _____   Student:_____

Date: _____

Grading Distribution for Tutorial Evaluation

This guide has been developed to assist students and tutors to discriminate between the levels of achievement of course and program objectives.

A - Excellent

Participation in Group

The student consistently fosters group process by assisting in the development and maintenance of group norms; acknowledging and facilitating the contributions of others in the group; participating in discussion of both non-controversial and contentious issues in a thoughtful, fair and respectful manner using effective communication skills; respecting the right of others to express their ideas and opinions; providing analytical constructive feedback at an exemplary level based on the evaluation criteria and established group norms; playing a leadership role in identifying and helping to resolve concerns or issues; is frequently looked to by other group members to assist in group process.

Self Direction

The student consistently demonstrates commitment to own learning by analyzing extent and depth of own learning accurately and thoroughly; acknowledging own strengths and weaknesses that facilitate or hinder group process as well as own learning and that of other group members; demonstrating clear understanding of the differences between teacher directed learning and student directed learning and articulates how CBL benefits the learner; relating to others as resources; collaborating with peers and tutors in an intentional and mature manner.

Presentation of Content

The student facilitates both group and own learning by consistently presenting relevant information in a thorough, concise manner; by identifying, explaining, exploring and using key concepts to further discussion; promoting deeper understanding of topics by raising significant points, asking relevant questions, and proposing related concepts and ideas; exploring assumptions of self and others in a thoughtful and reflective manner, using creative and innovative approaches, analyzing various approaches and points of view at an above average level, demonstrating an open and mature attitude to various aspects of this learning experiences; and describing own thinking processes

B - Good

Participation in Group

The student fosters group process very well by assisting in the development and maintenance of group norms; acknowledging and facilitating the contributions of others in the group on a regular basis but could do more of this; participating in discussion of both non-controversial and contentious issues in a thoughtful, fair and respectful manner generally using effective communication skills most of the time; respecting the right of others to express their ideas and opinions without cutting people off or putting them down; providing analytical constructive feedback based on the evaluation criteria and established group norms although tends to focus on more positive aspects; often playing a leadership role in identifying and helping to resolve concerns or issues; is looked to by other group members to assist in group process.

Self Direction

The student consistently demonstrates commitment to own learning by analyzing extent and depth of own learning accurately and thoroughly ut may need assistance and further role modeling to maintain this level; acknowledging own strengths and weaknesses that facilitate or hinder group process as well as own learning and that of other group members; demonstrating understanding of the differences between teacher directed learning and student directed learning and with some assistance articulates how CBL benefits the learner; relating to others as resources; collaborating with peers and tutors, usually in an intentional and mature manner

Presentation of Content

The student facilitates both group and own learning by presenting relevant information in a thorough and concise manner; by usually assisting the group in identifying, explaining, exploring and using key concepts to further discussion; promoting deeper understanding of topics by raising significant points, asking relevant questions, and proposing related concepts and ideas; exploring assumptions of self and others in a thoughtful and reflective manner, using creative and innovative approaches, analyzing various approaches and points of view at an above average level, demonstrating an open and mature attitude to various aspects of learning experiences; and describing own .thinking processes at a beginning level of analysis; and focusing on significant information although at times articulation of ideas could be sharper, more concise.

C - Satisfactory

Participation in Group

The student consistently fosters group process by assisting in the development and maintenance of group norms; generally acknowledging and facilitating the contributions of others in the group although occasionally needs reminders to focus on group process; participating in discussion of issues in a thoughtful, fair and respectful manner usually using effective communication skills, although tends to steer away from contentious or emotionally-charged subjects and needs some assistance to connect with the group during these discussions; respecting the right of others to express their ideas and opinions; providing constructive but generally positive or superficial rather than in-depth and honest feedback; assuming leadership and other roles assigned formally within the group but generally does not exert informal leadership or facilitation; being generally seen as an integral member of the group and contributor to group process but is a less assertive member in terms of leadership.

Self Direction

The student demonstrates commitment to own learning by analyzing extent and depth of own learning accurately and thoroughly with group and/or tutor assistance; acknowledging own strengths and weaknesses that facilitate or hinder group process as well as own learning and that of other group members; demonstrating some understanding of the differences between teacher directed learning and student directed learning and articulates how CBL benefits the learner; relating to others as resources; collaborating with peers and tutors in an intentional and mature manner.

Presentation of Content

The student facilitates group and own learning by usually presenting relevant and fairly detailed information that contributes to overall understanding of subject, although selection of material may be

at an average or commonplace level and lacking analysis and synthesis; by working on the ability to identify, explain, explore and use key concepts to further discussion; promoting further understanding of topics by raising significant or new points, asking relevant or key questions; identifying and possibly exploring assumptions of self and others in a thoughtful manner, using creative approaches, analyzing various approaches and points of view at an average level but needs assistance to examine fully, demonstrating an open and mature attitude to various aspects of this learning experience; and describing own .thinking processes at a beginning level.

D - Poor, Minimal Pass

Participation in Group

The student is inconsistent in fostering group process although does assist in the development of group norms but possibly not in the maintenance of same; occasionally acknowledging and facilitating the contributions of others in the group but generally has low level of participation; generally avoiding participating in discussion of issues although may jump in and is usually respectful although some improvement is required in using effective communication skills; respecting the right of others to express their ideas and opinions; providing feedback at a superficial level and in a generally non-facilitative manner and not using the evaluation criteria and established group norms; avoiding leadership and other duties within the group and generally lacking in assertive behaviours.

Self Direction

The student generally requires on-going and consistent assistance to reflect on own ability to identify strengths and weaknesses and to realize the impact of behaviours on the group process and/or learning of self and others. With feedback identifies areas for improvement and strategies to address same but is lacking independence and insight into value of own learning experiences

Presentation of Content

The student fails to facilitate either group and own learning by consistently presenting irrelevant information although with assistance from group members or tutor does offer significant information; by needing a lot of assistance to identify, explain, explore and use key concepts ; by having difficulty in promoting deeper understanding of topics, sometimes bringing in irrelevant material, asking irrelevant or off topic questions, and proposing unrelated concepts and ideas; failing to consistently explore assumptions of self and others, using commonplace or limited approaches, having difficulty independently analyzing various approaches and points of view; demonstrating an open and mature attitude to various aspects of this learning experiences; and is generally unable to work through own thinking processes with any significant level of analysis.

F - Failure

Participation in Group

The student does not value group process. The student has their own agenda, does not negotiate with others or value group process; student does not participate in the group. Does not show respect to other members of the group. Feedback at a superficial level and in a generally non-facilitative manner and not using the evaluation criteria and established group norms; avoiding leadership and other duties within the group and generally lacking in assertive behaviours. Resistant to group process and thus interferes with the learning of others. Interrupts and cuts off people without reason

and not recognizing they did it. Cannot differentiate between opinion and fact. Does not maintain confidentiality of individuals or group.

Self Direction

Student lacks self awareness and is not accepting of feedback. Not motivated and lacks insight into changing behaviours. Behaviour does not change despite feedback. Does not seek help.

Presentation of Content

The student fails to facilitate either group and own learning by consistently presenting irrelevant information, by having difficulty in promoting deeper understanding of topics, often bringing in irrelevant material unrelated to the question, information is confusing and not easy to follow. Information stimulates no interest. Does not use credible resources or stimulate group discussion. Asking no questions, and proposing unrelated concepts and ideas; failing to consistently explore assumptions of self and others, using commonplace or limited approaches, having difficulty independently analyzing various approaches and points of view; demonstrating an open and mature attitude to various aspects of this learning experiences; and is generally unable to work through own thinking processes with any significant level of analysis.   Does not evaluate classmate's understanding. Does not understand content and was not able to explain it.