



UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM
Grande Prairie Regional College
Grant MacEwan College
Keyano College
Red Deer College
University of Alberta

Nursing 2940
COURSE OUTLINE
Winter 2005

Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, May 2004

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Approved: May 2004.

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Tutorial Classrooms Monday and Wednesdays from 1300-1550:

Teresa's Group: B302

Elizabeth's Group: H223

Fern's Group: B304

Labs:

Group 1: Tuesdays 0830-1120 H225

Group 2: Thursdays 0830-1120 H225

Group 3: Thursdays 1300-1550 H225

CALENDAR STATEMENT: 5 (0-6s-3) in 7 weeks

Continuation of NURS 2900 with increasing situational complexity. Prerequisites: NURS 2900, (NURS 2910 OR NURS 2950).

COURSE HOURS: Lecture: 9 Seminar: 36 Lab: 18 (in 7 weeks)

COURSE DESCRIPTION:

Through the process of Context-Based Learning, the goal of this course is to continue the development of concepts of rehabilitation, restoration and support of clients experiencing chronic and less acute variances in health with increasing situational complexity.

COURSE OBJECTIVES:

In addition to maintaining competency with previous course objectives, and based on the current Core Concept Map, upon completion of Nursing 2940, 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. Use a variety of information technology to support scholarly activities.
5. With guidance, demonstrate effective skills in self-directed, context-based, small group learning
6. Apply knowledge of biological, psychological, sociological, cultural and spiritual dimensions of the human response to persons with chronic and less acute variances in health across the lifespan.
7. With guidance, organize and apply nursing knowledge according to selected models and frameworks.
8. With guidance, demonstrate effective use of the steps of the nursing process / clinical decision making process for clients experiencing chronic and less acute variations in health across the lifespan
9. With guidance, apply knowledge from research to nursing situations and, describe the significance of research to practice.
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. Consider roles and functions of registered nurses in restoration, rehabilitation and support.
13. Apply knowledge of caring relationships and therapeutic communication.
14. Describe the process of collaboration of the Registered Nurse with other health professionals.
15. Demonstrate competence in selected nursing skills for the care of the client experiencing chronic and less acute variances in health.

Required for NS 2900:

Fortinash, K. M. & Holoday Worret, P. A. (2004). *Psychiatric mental health nursing* (3rd ed.). St. Louis: Mosby.

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

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* (2nd 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.

Buchholz, S. & Henke, G. (2003). *Henke's med-math: Dosage calculations, preparation & administration* (4th ed.). Philadelphia: Lippincott.

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 2940 with permission, is Wednesday, January 28th, 2005 as per the GPRC 2004/2005 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 2004/2005 Calendar on pages 39-43.

We expect honesty from our students. This demands that the contribution of others be acknowledged (GPRC Calendar, 2004/2005). 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 41-42 of your GPRC Calendar.

COURSE EVALUATION

In order to pass Nursing 2940 (ie: receive a grade of C- or higher) 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. Please refer to the attachment which provides an explanation of the four point system used for grading.

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	Excellent
A	4.0	
A-	3.7	First Class Standing
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	Satisfactory
C	2.0	
C-	1.7	

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 2004-05 College calendar p. 33 for further details regarding the grading policy and p. 146 and 147 regarding Progression Criteria in the Bachelor of Science in Nursing program.**

Grade Distribution NS 2940

Student Name: _____ **Tutor:** _____

<i>Alpha Grade</i>	<i>4-point Equivalent</i>	<i>Designation</i>
A+	4.0	Excellent
A	4.0	
A-	3.7	First Class Standing
B+	3.3	
B	3.0	
B-	2.7	Good
C+	2.3	Satisfactory
C	2.0	
C-	1.7	

The above are considered passing grades in Nursing courses

D+	1.3	Minimal Pass
D	1.0	
F	0.0	Fail

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
Research Review			20%	
Ethics Paper			20%	
Final Exam			40%	
Tutorial Evaluation			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 tutorial tutor. Your final exams can be viewed by setting up an appointment with your tutor.

Assignments for NS 2940

ITEM	VALUE
1. Research Review	20%
2. Scholarly Paper	20%
3. Tutorial Evaluation of Behaviors in CBL	20%
5. Final Exam	40%
6. OSCE	Pass or Fail

OSCE (pass/fail)

OSCEs will be tested once this semester:

OSCE Focused Assessment February 17th, 2005

*****In order to receive a passing grade 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.*****

Ethics Paper (20%)

Students are to write a 1500-2000 word scholarly paper according to APA format. The due date for the paper is **February 7th, 2005**. See paper grading criteria.

Final Exam (40%)

The final exam will be comprised of multiple choice questions.

Questions will arise from the concepts in the core concept map, labs, and fixed resource sessions.

The exam is scheduled for Wednesday February 16th, 2005 from 1300-1600 hrs.

Each student's final exam will be given a raw score. The grade will be based on the distribution of the whole class 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

Tutorial Evaluation(20%)

Students will be required to participate in self evaluation 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. Attendance at CBL tutorials is expected; absence will jeopardize successful completion of the course and your tutorial mark.

**Midterm Evaluations will be done the Week of January 17th.
Final Tutorial Evaluation Week of February 14th.**

Group Research Poster Presentation (20%)

The purpose of this assignment is to have students work in small groups (3-4) to demonstrate their understanding of the critical components of a research study. Through a poster presentation the group will present their critique of the study chosen.

Research Review Poster Presentation Grading Guideline is included in the course outline.

Due: Poster Presentations will be done February 11th and February 14th. A sign up sheet will be posted closer to the date.

Ethics Paper

Students pick one of the 4 scenarios and write a 1500-2000 word scholarly paper (using APA format)

Scenario # 1

You are a new graduate of six months working night shift on a small cancer unit. There are two RN's on this unit. Mr. V. has been in and out of the unit several times over the last few months. He has liver cancer and has gone through several episodes of chemotherapy.

Mr. V. recently joined the hospice program. His current admission is for pain control with orders to start a morphine drip to be regulated for pain control. The only set parameters indicated by hospital policy are to decrease the drip when respirations are less than twelve breaths per minute. Mr. V. requests that the drip be increased several times during your shift. Even though he does not appear to be in any discomfort, you increase the drip. His wife has been staying with him since his admission. On your final round of the shift, Mr. V. requests that the drip be increased again, stating that the pain is increasing. You note that his respirations remain at 12 breaths per minute.

Scenario # 2

You are a student nurse. As part of your mental health practicum, you have been placed with a social worker at Social Services. You have just finished a placement in an acute psychiatric hospital setting where you nursed a client experiencing situational depression with suicidal ideation related to dealing with allegations of molestation. Social Services is currently investigating to determine if the children of your former client are in need of protection. The social worker asks you for information about your former client.

Scenario # 3

You are a new graduate working in a long term care facility. As you begin your evening shift, you discover that one of the residents, Mr. G. has become quite ill. He has had various health problems for number of years, including heart disease and diabetes. In the past year he was also diagnosed with Alzheimers Disease, and has not been able to recognize family members when they come to visit.

As the evening progresses, you note that his condition has worsened. He states during the evening, "please let me die." Upon looking through the patient's chart, you notice that the family has requested a full code for this patient. The family tells you that everything possible must be done for their loved one.

You are concerned about what you should do if you enter Mr. G's room to find him without respirations and without a pulse.

Scenario # 4

Student chooses an ethical dilemma that they have faced in the clinical setting. It might be a good idea to check with your tutor prior to completing the paper to see if it an appropriate situation to analyze.

Ethics Paper Guideline

Nursing 2940

Introduction:

Introduces topic and identifies content and purpose of paper

Body:

Identifies and describes ethical issues and dilemma from scenario

Uses ethics theory and professional guidelines to discuss aspects of the dilemma.

Discusses goals of care from the perspective of relevant stakeholders (client, family, nurses, and/or the public)

Identifies legal responsibilities of the nurse

Describes plan of action/care. Provides rationale for clinical judgment.

Discusses implications/consequences of care plan.

Conclusion

Summarizes content of paper

Format

- clear and creative expression of ideas
- ideas are presented in a logical fashion
- references are well integrated throughout paper
- use of appropriate references
- appropriate use of APA format 5th edition
- consistency of writing style
- uses appropriate headings

****There are resources available in the library and on reserve for students. Another good website to try is:

http://www.nurses.ab.ca/pdf/Ethical_Decision-Making_for%20Registered_Nurses_in_Alberta_Guidelines_and_Recommendations.pdf

General Guidelines for Evaluation of Scholarly Papers

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 require minimal revision.
Excellent A, 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 require minimal revision.
Very Good B+, 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 require some revision.
Good B-, 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, 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+, 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	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	Paper not handed in.
Fail	Paper plagiarized.

Research Poster Presentation

The purpose of critiquing a research report is to objectively and critically evaluate the strengths and the weaknesses of an entire study. Each component of the study is examined to determine both positive and negative aspects of the article. Often due to space constraints, all studies have weaknesses, the key to critically evaluating a study is to determine if the strengths of a study outweigh the weakness, that is to evaluate the impact of the weaknesses on the entire study.

The goals of the poster presentation are:

- 1. To present a research article in a visual way through a poster.*
- 2. To have a beginning understanding of research and the purpose of research*
- 3. To begin to critique research in a meaningful way.*
- 4. To discuss research findings and the significance to nursing practice.*

The group selects a research article that is related to an area of interest from a nursing journal that is peer reviewed and recent (less than 5 years old). The group may wish to discuss with their tutor if the article is appropriate for the assignment.

After analyzing the research article, the group will comprise a poster presentation. Each group will have 10 minutes to give an overview of the article, interesting findings, what they learned from the critique and relevance to nursing practice. The group is graded on the ability to provide insightful information about the article and ability to show understanding of the research process. It is expected that group members also participate in the discussion and ask questions that help expand the understanding of the research process.

Essential Components that Must Be Included in the Poster:

- **Title, investigator's names and affiliations.**
- **Please include a copy of the research article.**
- **A checklist to determine if the researcher(s) included all aspects of the research process in the article:**
 - Formulates the research problem
 - Reviews the related literature
 - Identify a theoretical or conceptual framework (if appropriate)
 - States the research objectives/questions or hypotheses.
 - Describes the methodology for data collection.
 - Collects the data *
 - Analyzes the data *
 - Interprets the results *
 - Formulates conclusions
 - Communicates the findings.

** In qualitative studies these steps may be circular.*

- **Identification of type of research as well as an explanation as to why it has been identified as this particular type. Include:**
 - The research study
 - Subject/Participants: Number and Demographics
 - Are sampling methods clearly described? Are these methods appropriate for the design chosen?
 - How were they selected?
 - Variable: Independent and Dependent (Quantitative Studies)
 - Phenomenon: Describe (Qualitative Studies)
 - Findings
 - Implications for Nursing

- **A critique of the problem statement:**
 - The problem (phenomenon of interest) is clearly identified
 - Rational for selecting the problem is clear.
 - The problem is timely in terms of current trends in nursing.
 - The problem is significant to nursing in that the results could benefit nursing practice and/or contribute to nursing knowledge.
 - The research approach (qualitative/quantitative) is appropriate for investigating the problem or phenomena of interest.

- **A critique of the literature review**
 - What topics are addressed in the literature review? Are all of the topics relevant to the study?
 - Are references well document and current (unless relevant classical literature and studies are cited)?
 - Are both supporting and opposing research and theories or a range of points of view on the problem presented?
 - Is the organization logical?
 - Does the literature review conclude with a brief summary of the literature and directions for research?

- **Data Collection**
 - How/why was the study setting selected?
 - Is the setting appropriate for the study?
 - What/who are the data sources?
 - Are the data-collection methods/procedures described explicitly (such as interviews, observation, personal diaries, etc)?
 - Are the data-collection strategies appropriate for the research method and problem?

➤ **An evaluation of the discussion component of the study.**

Guidelines for Evaluating the Discussion Component of a Qualitative Report	Guidelines for Evaluating the Discussion Component of a Quantitative Report
<p>How was the data analyzed? Are the data-analysis procedures clearly and logically described? Are they appropriate for the research method?</p> <ol style="list-style-type: none"> 1. Interpretations are appropriate for the phenomenon of interest. 2. Findings are discussed in relation to the research question or problem. 3. Findings are discussed in relation to relevant literature and the findings of other studies. 4. Conceptual categories are appropriately described and true to the data. 5. Theoretical formulations, if developed, are supported by the data. 6. Conclusions are logically consistent with the phenomenon of interest and with the context of the study. 7. Conclusions are clearly stated. 8. Limitations of the study are appropriately discussed. 9. Implications for nursing are plausible and relevant. 10. Recommendations are clearly formulated and appropriate. 	<p>How was the data analyzed? Are the data-analysis procedures clearly and logically described? Are they appropriate for the research method?</p> <ol style="list-style-type: none"> 1. Interpretations are based on the data. 2. Findings are discussed in relation to the study's purpose. 3. Findings are discussed in relation to the theoretical or conceptual framework and/or previous studies. 4. Generalizations are warranted by the results. 5. A distinction is made between statistical significance and clinical relevance and discussed if appropriate. 6. Conclusions are based on the data. 7. Conclusions are clearly stated. 8. Limitations of the study are appropriately discussed. 9. Implications for nursing are plausible and relevant. 10. Recommendations are clearly formulated and appropriate.

➤ **Ethical Considerations:**

- Were vulnerable subjects used? What safeguards were used to prevent exploitation of these subjects?
- Is the procedure for obtaining informed consent described?
- Were the subjects subjected to any potential risks and does the researcher describe these risks and evaluate them? Did the benefits that accrued from the research outweigh any potential risks that might result from participation in the study?
- Were appropriate steps taken to safeguard the privacy of subjects? How were anonymity and/or confidentiality of subjects maintained?
- Did a Review Board or other similar committee on ethics approve the study?

The Poster Should:

1. *Provide a brief overview of the study*
2. *Include the key points of the research article. Should be concise*
3. *Attract attention*
4. *Initiate conversation.*
5. *Have a logical flow downward in columns, starting at the top left and ending at the bottom right. Might use arrows to lead your reader through the poster.*
6. *Be easy to read*
7. *Be colorful*
8. *Be as self explanatory as possible*

Grading Guideline Research Poster Presentation

A – Excellent

Shows exceptional knowledge of the research process. In-depth and concise examples related to the research study chosen. Able to clearly articulate the purpose of research and the significance of research to nursing practice. Able to give concrete examples of how research can be used and the significance of the research on their individual practice. Objective application of evidence and reasons to support warranted, justified conclusions and appropriate generalizations in relation to research topic. Able to summarize and critically examine the strengths and weaknesses of the study and what this could mean in terms of the use of the research. Poster is organized, concise, colorful, professional, and stimulates discussion. Student is able to talk freely and discuss in-depth about the information. Student asks questions of other peers in relation to research and stimulates further discussion of the topic. It is evident that the student has an exceptional knowledge of research at a second year level.

B – Good

Shows good understanding of the research process. Objective examples related to the study chosen noted in the critique. Articulates the significance of the research to nursing practice. Provides examples of how this research is meaningful to them personally. Accurate interpretation of evidence, statements, graphics, and questions related to the research topic, allows for identification of most key areas. Justifies conclusions appropriately. Able to summarize and examine the strengths and weaknesses of the study. Poster is organized with many examples, colorful and professional. Student is able to discuss the merits of the study and give examples of how they integrated their knowledge of research to the study. Stimulates some group discussion related to research or the research topic.

C – Satisfactory

Satisfactory understanding of the research process. Examples relate to the study, but somewhat superficial and lack depth. Articulates the nursing implications noted in the research article. An attempt to integrate knowledge with own ideas is evident. Identifies a few key ideas, however information is incomplete and/or superficial. Examines the strengths and weakness of the study but at a superficial level. Able to give some examples. Poster is colorful with some examples, occasionally difficult to read and sometimes vague as to the application of knowledge to the research article. Student is able to discuss the study and provide some examples of their knowledge related to the research process. Stimulates some group discussion but at a superficial level that does not reflect their knowledge of the research process.

D – Minimal Pass

Minimal understanding of the research process evident in the poster presentation. Minimal examples, answers the critique mostly with yes or no answers. Does not show rationale for the critique. Minimal understanding of the significance of research to nursing practice. Little evidence of analysis or evaluation of the research article. Justifies few conclusions with superficial explanation of reasons. Poster is lacking in organization and examples, but is

colorful. Vague information, with little evidence to support integration of knowledge. Missing key information. Does not stimulate group discussion related to the research process or the topic.

F - Poor

Little or no understanding of the research process evident. No examples evident. Unable to articulate how the research impacts nursing practice. Organization and scope of ideas are inadequate. Misinterprets evidence, statements, data, etc. Draws unwarranted conclusions. Writing demonstrates inability to carry out assignment directions. Information superficially addressed. Missing key information, presentation is vague and shows little integration of knowledge.

Did not hand in paper or present poster.

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, focussed, 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 focussed 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 modelling, 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 thought 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 programme 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 givens 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 responsible 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 issue being pursued
 - b. returning resources and materials promptly when finished using them.

Developed by J. Boman in
Collaboration with U of A Tutors
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NURSING 2940
EVALUATION OF STUDENT PERFORMANCE IN CBL TUTORIAL

Name:

Final Grade:

*****See grading guide for grade descriptions*****

Participation in Group

	A	B	C	D	F
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

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

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					
Able to successfully perform OSCE (5 for first attempt, 3 for second, 1 for 3 rd attempt)					

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.