



Nursing & Allied Health Studies Department
School of Health, Wellness & Human Services

**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM
KEYANO COLLEGE**

COURSE SYLLABUS

NURSING 409

*Leadership and Issues in Nursing
September 4, 2018 – December 13, 2018*

**NURS 409 Inquiry-Based Learning Instructors:
Group 1: Dr. Nadine Rimmer**

Revised 2018/05

NURSING 409: LEADERSHIP AND ISSUES IN NURSING COURSE OUTLINE

CALENDAR STATEMENT AND COURSE DESCRIPTION:

NURS 409 Leadership and Issues in Nursing

***3 (fi 6) (either term, 0-3s-0).** Using the primary health care framework, a variety of current professional, social, political and global issues affecting the nursing profession and the Canadian health care system will be addressed. Key principles of leadership and management will also be addressed within the context of these issues.

Pre-requisites: 115, 206, 207.

Co-requisite: NURS 405, 406.

COURSE HOURS:

Lecture: 0

Seminar: 45

Lab: 0

INSTRUCTOR INFORMATION

Dr. Nadine Rimmer RN, DNP

Phone (Office): 780-792-5701

(Cell): 780-715-6192

e-mail: nadine.rimmer@keyano.ca

OFFICE HOURS

The Instructor is available for student consultation in office from Monday to Friday. Please contact your Instructor at the number above to arrange a time.

LEARNING OUTCOMES:

1. Demonstrate, with guidance, the processes of self-directed learning, critical thinking, and group process skills during seminars.
2. Demonstrate, with guidance, the ability to articulate and debate selected Canadian and global nursing trends and issues in terms of their origin, effects, and implications for the present and the future.
3. Understand and recognize nurse responsibility individually and collectively in advancing nursing as a profession.

4. Understand and recognize nurse responsibility individually and collectively to address issues and contribute significantly to the resolution of problems in Canadian nursing and the delivery of health care in Canada.
5. Demonstrate, with guidance, the ability to apply, at a beginning level, key principles of leadership.
6. Demonstrate, independently, the ability to assume responsibility for facilitating effective learning within the group.
7. Demonstrate, with minimal assistance, the ability to engage in evidence-based practice in planning and conducting a seminar.
8. Demonstrate, with guidance, the ability to critically appraise the relationship among theory, research, practice, leadership and issues in nursing.

LEVELS OF INDEPENDENCE:

Level	Levels of independence (beginning of term → end of term)	Description (beginning of term → end of term)
Level 3, senior 1:	With guidance → with minimal guidance	The student requires clarification, prompting and confirmation → The student requires <i>occasional</i> clarification, prompting and confirmation.

Definition of terms:

- Direction:** The faculty member provides the student with step by step instruction.
- Information:** The faculty member provides the student with specific learning content.
- Clarification:** The faculty member, using critical questioning and student feedback, seeks to promote the student's clear understanding of the required knowledge.
- Prompting:** The faculty member uses cues/prompts to strengthen the breadth and depth of the student's knowledge.
- Confirmation:** The faculty member verifies for the student the accuracy of her/his knowledge.
- Consultation:** The faculty member and the student have regular discussion to allow the student to share information, seek direction and ask questions.
- Occasional:** The faculty member provides the student with intermittent direction, promoting and clarification as the student moves towards an expected level of autonomy.

REQUIRED TEXT:

All texts bought in Year 1, 2 and 3 of the Program may be utilized in Nursing 409.

Gaudine, A., & Lamb, M. (2014). *Nursing leadership and management: working in Canadian health care organizations*. Toronto, ON: Pearson.

Stanhope, M., Lancaster, J., Jessup-Falcioni, H. & Viverais-Dresler, G. A. (2011). *Community health nursing in Canada* (2nd Canadian Edition). Toronto: Elsevier Mosby.

REQUIRED RESOURCES:

Academic integrity guide for undergraduate students. Retrieved from <http://www.osja.ualberta.ca/en.aspx>

André, S., & Low, G. (2009). *American Psychological Association (APA) 6th edition: Referencing tips*. Edmonton, AB. APA 6th Edition Interactive Referencing Tips. A video with voice-over power point and step-by-step guide for scholarly writing using APA.

College and Association of Registered Nurses of Alberta. (2013). *Entry-to-practice competencies for the registered nurses profession*. Edmonton, AB: Author. Retrieved from http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/RN_EntryPracticeCompetencies_May2013.pdf

College and Association of Registered Nurses of Alberta (2010). *Ethical decision-making for registered nurses in Alberta: Guidelines and recommendations*. Edmonton: Author. Retrieved from http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Guidelines/RN_EthicalDecisions_May2010.pdf

College and Association of Registered Nurses of Alberta. (2013). *Practice standards for regulated members with The Canadian Nurses Association code of ethics for registered nurses*. Edmonton: Author. Retrieved from http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/PracticeStandards_CNA_Ethics_2008.pdf

College and Association of Registered Nurses of Alberta. (2008). *Primary health care*. Edmonton, AB: Author. Retrieved from http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Guidelines/PrimaryHealthCare_Sep2008.pdf

College and Association of Registered Nurses of Alberta. (2011). *Professional boundaries for registered nurses: Guidelines for the nurse-client relationship*. Edmonton, AB: Author. Retrieved from http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Guidelines/RN_ProfessionalBoundaries_May2011.pdf

RECOMMENDED RESOURCES AND WEBSITES:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Canadian Agency for Drugs and Technologies in Health (CADTH). This site has information on drugs, medical devices, and health care technology assessment. <https://www.cadth.ca/>

Canadian Association of Schools of Nursing (CASN). This site has CASN position statements and information on accredited programs, accreditation surveys and reports, and nursing competencies and educational guidelines. <http://www.casn.ca/>

Canadian Foundation for Healthcare Improvement. This site has healthcare myth busters, health service research reports, and information about health care issues and challenges. <http://www.cfhi-fcass.ca/Home.aspx>

Canadian Institute for Health Information. This site has information on health care, the healthcare system, and the nursing workforce. <https://www.cihi.ca/en>

Canadian Nurses Association. This site provides access to nursing documents and nursing information. See position statements: Nursing leadership (2009), Regulation and integration of international nurse applicants into the Canadian health system (2005). Joint position statement with the Canadian Federation of Nurses Unions (2006), Practice environments: Maximizing client, nurse and system outcomes. <https://www.cna-aicc.ca/en>

Canadian Nurses Protective Society. This site has infoLAWS and other legally-oriented information for nurses. <http://www.cnps.ca/>

College and Association of Registered Nurses of Alberta (CARNA). CARNA's website has a range of information, including lists of CARNA staff and their respective work roles, and a document list including: (a) standards, (b) guidelines, (c) position statements, (d) interpretive documents, (e) documents endorsed by CARNA, and (f) other publications and documents. <http://www.nurses.ab.ca/content/carna/home.html/>

CARNA, College of Licenced Practical Nurses, & College of Registered Psychiatric Nurses of Alberta. (2010). *Decision-making standards for nurses in the supervision of health care aides*. Edmonton AB: Authors.

Health Canada. This site has information on health, health issues, and health care. <http://www.hc-sc.gc.ca/index-eng.php>

Health Canada. (2002). *Final report of the Canadian nursing advisory committee: Our health, our future-creating quality workplaces for Canadian nurses*. Ottawa: Author. Retrieved July 17, 2003 from http://www.hc-sc.gc.ca/hcs-sss/alt_formats/hpb-dgps/pdf/pubs/2002-cnac-cccsi-final/2002-cnac-cccsi-final-eng.pdf

International Council of Nurses. This site has nursing related information, including position statements. See position statement, Ethical nurse recruitment (nd). <http://www.icn.ch/>

Keatings, M., & Smith O'Neill, B. (2010). *Ethical and legal issues in Canadian nursing* (3rd ed.). Toronto, ON: Mosby, Elsevier.

McIntyre, M., & McDonald, C. (2010). *Realities of Canadian nursing: Professional, practice, and power issues* (3rd ed.). Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins.

Public Health Agency of Canada. This site has information on health and illness. <http://www.phac-aspc.gc.ca>

Registered Nurses Association of Ontario. (2013). *Best practice guidelines: Developing and sustaining nursing leadership* (2nd Ed). Toronto, ON: Author.

United Nurses of Alberta. This site has information on current nursing issues and collective agreements. <https://www.una.ab.ca/>

World Health Organization. This site has information on health, health issues, and programs. <http://www.who.int/en/>

Nursing Journals, among others, that are specific to this course's topics:

- *Canadian Journal of Nursing Leadership*
- *Journal of Nursing Administration (JONA)*
- *Journal of Nursing Management*
- *Nurse Leader*
- *Nursing Economic\$. The Journal for Health Care Leaders*
- *Nursing Leadership Forum*
- *Nursing Management*
- *Online Journal of Nursing Informatics*
- *Policy, Politics, & Nursing Practice*

NURSING PROGRAM POLICIES

Please refer to the University of Alberta Calendar for Specific Nursing Program Policies, Keyano College Student Handbook (2018-2019) for specific Nursing Program policies and to Keyano College Calendar for general College policies.

Plagiarism Statement

Please note all students MUST complete the Plagiarism/Tutorial Certificate on Moodle and show completion to the instructor prior to submitting any written assignments. This section can be located on the left side of the page under the heading “student”, following login to Moodle.

Please note failure to show the instructor the certificate of completion could result in a late written assignment penalty as stated below. This tutorial is only required to be completed once while attending Keyano, unless the student has left a program and is returning to Keyano.

Please refer to the Student Handbook and review the Student Code of Conduct Procedure (110.1). It is expected that you will review and be aware of expectations relative to student rights, responsibilities and behavior.

Late Assignments

All assignments are to be submitted as indicated in the syllabus and timetable. Extensions on assignments may be granted; however, must be negotiated with the Instructor prior to the due date and with a date specified for late submissions. Assignments not submitted on the day and time specified will incur a 5% deduction per day including weekends. This will be applied each day until the assignment is received by the instructor. Students can submit assignments by e-mail on weekends, but must provide a paper copy on the first day following the weekend.

POLICY STATEMENTS

This course outline acts as an agreement between the student and the instructor(s) of this class regarding the details of the course. "Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University Calendar". - See more at:

<http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#course-requirements,-evaluation-procedures-and-grading> (Review section 2.a.xi)

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behavior, accessed at:

<http://www.governance.ualberta.ca/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx> and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University." - See more at:
<http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#course-requirements,-evaluation-procedures-and-grading> (Review section 2.a.xii)

Please review the Academic Integrity page for the University of Alberta accessed at
<http://www.osja.ualberta.ca/Students/UndergraduateHandbook.aspx>

The Faculty of Nursing is committed to providing an environment of equality and respect for all people within the University community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. The Code of Student Behaviour also identifies inappropriate behaviours such as disruption, discrimination or violations of safety and dignity towards members of the University community.

The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, sexual orientation, and racial and ethnic background.

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s). - See more at:

<http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#course-requirements,-evaluation-procedures-and-grading> (Review section 2.e)

Examinations: Please note that the use of any electronic device in examination situations, including cellular phones, tablets, laptops, Palm Pilots, and hand-held computers, is strictly prohibited. The use of calculators is only allowed when specifically for a particular exam. If a cellular phone is required for urgent messages, it must be left with an examination proctor for the duration of the examination. All other cellular phones must be turned off. Please consult the 2018-2019 Keyano College Calendar for the policy statement on examinations.

COMMUNICATION

Students must use their University of Alberta e-mail address and include a subject line when communicating with the University of Alberta and Keyano College. The content messages of both e-mail and voice mail must be delivered in a professional manner.

Please Note: When accessing Moodle at Keyano College, please use Keyano email.

Inappropriate messages may be considered “harassment”. Refer to the Code of Student Behaviour Section 30.3.4(6) d. See also the University of Alberta Discrimination and Harassment Policy § 44 GFC Policy Manual, accessed at: <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>

The use of social networking services such as, but not limited to, Facebook, MySpace, Twitter, internet messaging, blogs and wikis, are subject to the professional and ethical responsibilities outlined in the:

- Canadian Nurses Association (2008) Code of ethics for Registered Nurses, Part I (E): Nursing Values and Ethical Responsibilities (Maintaining Privacy and Confidentiality).
- University of Alberta Code of Student Behaviour, Section 30.3.3 (Inappropriate Behaviour in Professional Programs).

SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE

Accessibility Support Services

It is the College’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let your instructor know immediately so options can be discussed. You are also welcome to contact Disability Services to establish reasonable accommodations. Please call 780-791-8934 or drop in at CC -260.

REQUIRED LEARNING EXPERIENCES

Seminars: Attendance at seminars is required. Students will achieve course objectives through reading, individual study, and group work. Students are responsible for studying the assigned readings. All course assignment submissions are via electronic mode depending on instructor’s direction (e.g. emailed directly, posted in Moodle).

Learning Resources and Approach:

The instructor will serve as the course facilitator. The course is organized around content provided in a series of instructor-led and student-led seminars. These seminars provide opportunity to present a topic and discuss nursing leadership, and trend and issues impacting nurses and/or the nursing profession.

COURSE EVALUATION:

PLEASE NOTE:

* IN ORDER TO SUCCESSFULLY COMPLETE THIS COURSE, **ALL** EVALUATION COMPONENTS MUST BE COMPLETED AND SUBMITTED.

Assignment	Due Date	Value
Student Led Seminar	One during the term to be identified in first seminar See seminar schedule	30% Note: Evaluation will be based on Group/Instructor/Peer evaluation guides posted as separate documents. All students in a seminar group receive the same mark.
Midterm Exam	October 22, 2018	35% Note: Each student will write a (closed-book) multiple-choice examination of the required content for this course.
Final Exam	Friday December 13, 2018 1300 - 1600	35% Note: Each student will write a (closed-book) multiple-choice examination of the required content for this course.

CONDUCT OF THE COURSE

This course is designed with individual and group activities to achieve course objectives.

Student Led Seminar: Case Study Analysis

Students will work in groups to facilitate seminars that discuss required and related content illustrated by one of three case studies. Seminar working groups will be formed and case studies selected during the first class. The session will be designed to facilitate participation and active learning by all seminar group members.

Students in each group are required to meet with the instructor two weeks prior to the seminar. Following this, the group will prepare a “Learning Plan and Agenda” to be posted on Moodle one week prior to the session. A template for this document will be posted as a separate course document. See *Appendix A*.

The agenda will address the key concepts and topics found on the *Seminar Schedule and Required Reading*. In addition, case studies will be used to establish the context/environment and nursing leadership roles/functions. Three case studies used are found in the exemplars posted on Moodle are as follows:

- Building a Healthy Workplace
- Program Planning
- Guatemala

The focus of the seminar is on active participation to enhance understanding and practices of nursing leadership in a variety of settings.

Evaluation of Student Led Seminar (30%)

Evaluation will consist of three elements: working group self-evaluation, peer group feedback, and instructor evaluation. The instructor will provide a written evaluation that provides a mark and feedback to the group after all seminar and evaluation materials have been submitted to the instructor (learning plan and agenda, copies of any electronic presentations or paper materials used in seminar, and completed evaluation forms). The mark is worth 30% of the course marks divided as follows: 5/30 group self- evaluation, 5/30 peer feedback, and 20/30 instructor evaluation. Evaluation and feedback forms will be listed as separate documents on Moodle. Please see Appendix B for marking guides, Blooms revised Taxonomy and Appendix E, F, &G for marking guides for student lead seminars

Midterm Exam (35%)

The midterm exam will consist of multiple choices questions. All questions are based on the readings and learning outcomes up to and including October 22, 2018. These questions require the synthesis and application of knowledge gained from the readings, class presentations, and group discussions. Please see Appendix C for expectations for students writing on-line exams.

Final Exam (35%)

December 13th, 2018. The final exam will consist of multiple choice questions. It is a closed book exam and must be completed individually. All questions are based on the required readings and learning outcomes throughout the entire course. These questions require the synthesis and application of knowledge gained from the readings, class presentations, and group discussions. Please see Appendix C for expectations for students writing on-line exams.

Seminar Schedule and Required Reading:

Date	Concepts and Topics	Required Reading*
Tuesday September 5th Course Orientation		
Unit One: Essentials of Nursing Leadership and Management		
Sept 24	Introduction to N409 Leadership & Management Theories, Competencies and Styles	G & L, chapter 1, pp. 1-30. G & L, chapter 2, pp. 31-35. Canadian Nurses Association (CNA). (2009). <i>Position statement on nursing leadership</i> . Ottawa, ON: author.
October 5	Building a Healthy Workplace: Team Building & Conflict Management Change Management Decision Making Models	G & L, chapter 10, pp. 293-304. G & L, chapter 4, pp. 94-107. G & L, chapter 5. G & L, chapter 3.
October 9	Case Study Analysis 1: Student Led Leading and Managing a Tertiary Care Unit Legislative & Regulatory Bodies Health Care Organizations	G & L, chapter 2, pp. 36-62. G & L, chapter 8. G & L, chapter 11. G & L, chapter 13.
October 16	Case Study Analysis 1 (cont.): Nursing Leadership: Constructing Positive Workplace Cultures Trends & Issues Impacting Nursing: <ul style="list-style-type: none"> • Recruitment & retention • Staff morale & workplace culture • Supervision & delegation 	G & L, chapter 4, pp. 107-123. G & L, chapter 10, pp. 305-321. G & L, chapter 6. G & L, chapter 9.
October 19	Unit Two Nursing Leadership: Community Development and Program Planning for Vulnerable Populations Continued below	
Unit Two: Nursing Leadership: Community Development and Program Planning for Vulnerable Populations		

October 19	Primary Health Care Determinants of Health & Vulnerable Populations Program Management & Program Logic Model	S & L, chapter 1, pp. 15-27. S & L, chapter 9. S & L, chapter 11, pp.309-316; 346-352. S & L, chapter 15. S & L, chapter 10.
October 22	Midterm Exam	
October 26	Case Study Analysis 2: Student Led Rural Community Development Descriptive Epidemiology (community, diabetes and kidney disease): <ul style="list-style-type: none"> • morbidity and mortality • incidence and prevalence Community Development Models (locality development, social planning, social action) Population Health	S & L, chapter 3, pp. 87-90. S & L, chapter 8. G & L, chapter 4, (repeat).
Nov 5	Nursing Leadership: Social Justice, Social Welfare & Social Action Issues of accessibility, equity Use of technology	S & L, chapter 6, 176-185. G & L, chapter 14.
Nursing Leadership in the Broader Context: International Nursing and Global Health		
Nov 26	Community Development & Capacity Building Revisited in an International Context Nursing Roles with NGO's (WHO and other agencies)	S & L, chapter 9, pp. 122-250 (repeat).
Nov 30	Case Study Analysis 3: Student Led International Rural Community Nursing Cultural Aspects Health Promotion, Prevention & Determinants of Health for Childhood Illnesses Descriptive Epidemiology (community, childhood illnesses): <ul style="list-style-type: none"> • morbidity & mortality • incidence & prevalence Program Planning Community Development Models (social action, social justice, social planning)	S & L, chapter 4. S & L, chapter 17, pp. 555-572.

Dec 6	Case Study Analysis 3 (cont.): Inter-sectoral Cooperation Diversity & Internationalization of Nursing in Canada Nursing Leadership: Ethics, Social Justice, Social action & Advocacy	G & L, chapter 12. S & L, chapter 7.
DEC 13 FINAL EXAMINATION – 1300 - Online		

NOTE: Additional reading may be suggested in the weekly learning plans and agendas posted as separate documents. Be selective when reading from the Community text book. Content previously addressed should be considered in relation to the leadership roles of nurses identified in the case studies.

*Full reference citations:

G & L = Gaudine, A., & Lamb, M. (2015). *Nursing leadership and management: working in Canadian health care organizations*. Toronto, ON: Pearson.

S & L = Stanhope, M., Lancaster, J., Jessup-Falcioni, H. & Viverais-Dresler, G. A. (2012). *Community health nursing in Canada* (2nd Canadian Edition). Toronto: Elsevier Mosby.

Students will be awarded a grade of pass/fail based on the criteria identified in Appendix A. Instructors will meet with any student that is in danger of not achieving any of the criteria identified in Appendix A. A remedial plan will be initiated to facilitate student success. Students who are meeting the criteria will not be required to meet with their instructor.

Students are asked to notify the instructor if they are ill or going to be late or absent prior to the seminar or lab. The student must also discuss, with the instructor, the most appropriate way to make up for missed seminars.

Given that this is a fourth Year University of Alberta Course please note the following:

Assignments are marked as raw scores according to the percentage weight assigned to each. At the end of the course, all scores are totaled for a term summary mark in the course.

The final letter course grade is based on a combination of absolute academic achievement (an individual student's term summary mark) and relative performance (a comparison of a student's term summary mark to all students' term summary marks). Due attention is paid to descriptions of grade points according to the 2017-2018 University of Alberta Calendar [Section 23.4]:

Excellent	A+, A, A-
Good	B+, B, B-
Satisfactory	C+, C, C -
Poor	D+
Minimal Pass	D
Failure	F

NOTE: Final course marks are not final until approved by the U of A and placed on Bear Tracks for students to access.

ABSENCE FROM EXAMS

Deferred exams occur only when there are compelling reasons, such as incapacitating illness and severe domestic affliction as stated in the [University of Alberta Calendar 2016-2017](#). Students are required to follow the process outlined in the policy should they wish to apply for a deferred exam. Please see appendix C for expectations of students writing on-line exams.

APPENDIX A

Expectations of Students in Inquiry Based Learning Scenarios and Labs – Pass/Fail

Student Role in Seminar Setting

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 Inquiry Based Learning 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 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 group work occur.
4. Students follow through with the analysis and decision-making process associated with Inquiry Based Learning 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 scenario/lab.

- 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.

APPENDIX B
Keyano College- Senior Marking Guide

The following marking system utilizes the numerical system for the evaluation of Senior level students:

Grade	Status	Criteria
96-100	Outstanding	Outstanding integration of theoretical and research literature in developing, analyzing, and synthesizing own ideas with objective application of evidence to support conclusions. Extraordinary and creative writing ability demonstrated in development and presentation of own ideas. Consistently identifies prominent theoretical argument(s) and ideas throughout paper; includes opposing points of view where relevant. Paper has a solid structure that is concise, logical, and very well-organized. Format requirements are met as per APA 6 th edition with minimal grammatical and spelling revisions.
90-95	Excellent	Excellent integration of theoretical and research literature in developing and analyzing ideas with application of evidence to support conclusions. Excellent and creative writing ability demonstrated in development and presentation of own ideas. Well-organized, linkages evident, logical conclusions/arguments. Format requirements are met as per APA 6 th editions with minimal grammatical and spelling revisions.
85-89	Very Good	Very good integration of theoretical and research literature in developing and analyzing ideas with application of evidence to support conclusions. Very good creative writing ability demonstrated in development and presentation of own ideas. Well-organized, linkages evident, logical conclusions/arguments. Format requirements are met as per APA 6 th editions with minimal grammatical and spelling revisions.
80-84	Very Good	Very good attempt to integrate theoretical and research literature; however, ideas are not fully developed with minimal analysis, synthesis

		and evaluation. There is adequate demonstration of creative and critical thinking, comprehension and interpretation of the topic and incorporation of own ideas. Overall, key ideas are presented in a concise, logical, and well organized manner; presents some major alternative points of view and supports own conclusions with literature. Minor format revisions are required as per APA 6 th edition with a few grammatical and spelling errors.
76-79	Good	A good attempt to integrate theoretical and research literature; however, ideas are not fully developed with minimal analysis, synthesis and evaluation. There is adequate demonstration of creative and critical thinking, comprehension and interpretation of the topic and incorporation of own ideas. Overall, key ideas are presented in a concise, logical, and organized manner; presents some alternative points of view and supports own conclusions with literature. Minor format revisions are required as per APA 6 th edition with a few grammatical and spelling errors.
72-75	Good	Presents a good review of theoretical and research literature. Own ideas and literature are understood and applied, but not fully developed, analyzed, synthesized or evaluated. Identifies key concepts, alternative arguments, however discussion and conclusions are inadequate. Revisions required with respect to presenting ideas in a concise, logical, and well-organized manner. Format requirements, grammar, and spelling expectations are inconsistently met as per APA 6 th edition.
68-71	Satisfactory	Demonstrates satisfactory superficial theoretical and research integration. General content areas identified; discussion lacks creative development of ideas, analysis, synthesis, and evaluation of topic. Definite revisions required in presentation of ideas in a concise, logical and well-organized manner. Format requirements, spelling and grammatical expectation inconsistently met as per APA 6 th edition.
64-67	Satisfactory	Demonstrates very superficial theoretical and research integration. General content areas identified; discussion lacks creative development of ideas, analysis, synthesis, and evaluation of topic. Definite revisions required in presentation of ideas in a concise, logical and well-organized manner. Format requirements, spelling and grammatical expectation inconsistently met as per APA 6 th edition.
60-63	Minimal Pass	Demonstrates marginal theoretical and research integration in discussion. Lacks structure, development, analysis, synthesis and organization of ideas. Major revisions required with respect to flow of ideas and grammatical errors. Limited application of required format APA 6 th edition.
55-59	Poor	Demonstrates poor theoretical and research integration. Minimal structure, development, analysis, synthesis and poor organization of ideas. Major revisions required with respect to flow of ideas and grammatical errors. Limited application of required format as per APA 6 th edition.
50-54 0-49	Fail	Content requirements not fully reviewed or addressed; minimal integration of theoretical/research in discussion. The assignment has no

		structure or organization. Ideas are not logically or clearly presented. Consistent errors in grammar, spelling and/or format as per APA 6 th edition. Paper is plagiarized or not handed in.
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Competency Levels and Year End Outcomes
Bloom's Revised Taxonomy

<i>Scholarly Writing Year End Outcome: Demonstrates understanding of content through scholarly writing across the curriculum.</i>		
Year	Year End Outcome	Bloom's Revised Taxonomy
One	With minimal assistance, uses scholarly writing skills to understand and provide written descriptions of knowledge from nursing and other related disciplines.	<p>Remember</p> <ul style="list-style-type: none"> • Identifies relevant prior knowledge from nursing and related disciplines. • Identifies new knowledge about the concept/issue from nursing and related disciplines. <p>Understand</p> <ul style="list-style-type: none"> • Identifies the components of the concept/issue. • Summarizes knowledge from the selected literature. • Explains the relevance of the concept/topic to nursing practice.
Two	With guidance uses scholarly skills to apply knowledge derived from nursing and related disciplines.	<p>Apply</p> <ul style="list-style-type: none"> • Explains how the concept/issue is applicable in nursing practice. • Demonstrates, with supporting exemplars, the application of the concept/issue in a specific nursing practice situation.
Three	With minimal guidance uses scholarly writing skills to analyze and synthesize knowledge from nursing and other related disciplines.	<p>Analyze</p> <ul style="list-style-type: none"> • Explores the interrelatedness of the components of the concept/issue. • Discusses the theoretical foundation of the concept/issue.
Four	Independently uses scholarly writing skills to critically evaluate knowledge from nursing and related disciplines.	<p>Evaluate</p> <ul style="list-style-type: none"> • Critiques the evidence relative to the concept/issue. • Describes gaps/ inconsistencies in the evidence. • Compares the perspective of theorists from nursing and related disciplines. Create • Presents a convincing argument for the importance of the concept/topic to client care and nursing practice. • Draws conclusions about the concept/issue and its potential to shape the profession of nursing.

Assumption

The year-end outcomes of years two, three and four include the taxonomy criteria of the years previous to it.

References

Duan, Y. (2006). Selecting and applying taxonomies for learning outcomes: A nursing example. *International Journal of Nursing Education Scholarship*, 3(1), 1-11.

APPENDIX C

Expectations of Students Writing On-Line Exams

1. Students are responsible for accessing the exam from a location and computer of their choice. The student is responsible for discussing any computer/internet issues with the Instructor at least two days prior to the exam date listed on the course timetable.
2. Quizzes and exams are not open book exams. The quiz or exam is to have been studied for prior to the quiz/exam date and is to be completed independently; that is by oneself, not in collaboration with or company of another person or persons. No photos of quiz/exam questions are to be taken via phones.
3. Once the quiz/exam has started, the student will submit their answers immediately before going on to the next question. The student will not be able review/change answers.
4. Students must ensure they have a reliable internet connection.
5. If students are writing from outside Fort McMurray or in another province, it is the students' responsibility to ensure the time change is adhered to. That is if the exam is to start at 0900 hours Alberta time and is being written in Ontario, then the time to begin the exam is at 1100 hours Ontario time. It is **strongly recommended** that students write within Alberta as Moodle may not be supported outside of the province. Students must seek permission from instructor if writing a quiz/exam outside of the province.
6. Time for online quizzes/exams will be strictly adhered to. For example, if a quiz is for thirty minutes it will be open for exactly thirty minutes. The instructor will let the student know the exact time of the quiz/exam. Fourth year students will have access to the NCLEX prep exam for 60-90 minutes after the exam closes in order for review of rationale to occur for questions they answered incorrectly.
7. No grades will be released until the instructor has had time to review the quiz/exam stats. Once the review has been done, the marks will be released. Review of quiz/exam questions in class will be done at the instructors' discretion.
8. If any issue arises during the taking of the quiz/exam, the student is to contact the instructor immediately at the time of the issue.
9. It is the responsibility of each student to be familiar with the contents of the Student Code of Conduct. At the beginning of January 2016, it will be mandatory that all students sign a form identifying they have read/or are familiar with the Student Code of Conduct. First, Second, and Third year students will have read or are familiar with the Keyano College Student Code of Conduct. Fourth year students will identify they are familiar with the University of Alberta Student Code of Conduct. Beginning in September 2017, all new students plus students moving from third to fourth year will be mandated to sign the above form(s).

APPENDIX D

Keyano College Percentage – Alpha Grading System

Descriptor	Percentage Scale	Alpha Scale
Excellent	96-100	A+
	90-95	A
	85-89	A-
Good	80-84	B+
	76-79	B
	72-75	B-
Satisfactory	68-71	C+
	64-67	C
Minimum Pass	60-63	C-
Poor	55-59	D+
	50-54	D
Failure	0-49	F

APPENDIX E

Student Led Seminar: Case Study Analysis

Students will work in groups to facilitate seminars that discuss required and related content illustrated by one of three case studies. Seminar working groups will be formed and case studies selected during the first class. The session will be designed to facilitate participation and active learning by all seminar group members. Students in each group are required to meet with the Instructor two weeks prior to the seminar. Following this, the group will prepare a “Learning Plan and Agenda” to be posted on Moodle one week prior to the session. A template for this document is posted in Appendix F.

The agenda will address the key concepts and topics found on the Seminar Schedule and Required Reading. In addition, the case study will be used to establish the context/environment and nursing leadership roles/functions.

The focus of the seminar is on active participation to enhance understanding and practices of nursing leadership in a variety of settings.

Evaluation of Student Led Seminar

Evaluation will consist of three elements; working group self-evaluation, peer group feedback, and instructor evaluation. The instructor will provide a written evaluation that provides a mark and feedback to the leading group after all seminar and evaluation materials have been submitted to the Instructor (learning plan and agenda, copies of any electronic presentations or paper materials used in seminar, and completed evaluation forms). The mark is worth 30% of the course mark divided as follows: 5/30 group self-evaluation, 5/300 peer feedback, and 20/30 instructor evaluation.

The Group Evaluation will be completed and submitted in the Assignment Drop Box by Wednesday in the week following the group presentation.

The presenting group will take hard copies of the Peer Evaluation to be distributed in class and completed at the end of the seminar presentation. These Peer Evaluations will be bundled and handed in to the instructor following the seminar.

The instructor will complete the Instructor Evaluation and return to group members Feedback including the assignment scores.

**N409: Leadership and Issues in Nursing
Fall 2018
Group Evaluation**

Title and Date of Seminar:

Names of Members:

Overall Group Self-Evaluation: Collaborate and reach consensus to complete the following group self-evaluation.

	Item	Strongly disagree 0	Disagree 1	Neutral 2	Agree 3	Strongly Agree 4
1	The group established and maintained group norms					
2	The group established and maintained clear roles					
3	There was balanced participation in developing and maintaining the norms					
4	Group members related to one another collaboratively					
5	Group members shared the work fairly					
6	Group members provided meaningful and respectful feedback to make the presentation effective					
7	Group members encouraged one another to participate					
8	Conflict was resolved in such a way to maintain relationships among the group					
9	The seminar provided clear information needed for peer learning					
10	The session included a variety of teaching and learning strategies to promote active learning					
11	Time management was effective (began and ended on time, used class time well)					
12	The seminar met the learning outcomes for peers					
13	Key aspects of nursing leadership were addressed in the seminar to further learning of all seminar members					
Totals:						
14	What we did well: Insert comments.					
15	What we would do differently: Insert comments.					
Overall Score: _____/52						

Individual Member Input: Each member completes a one paragraph description of their own contributions to the group presentation. Consider your strengths and how you used these to enhance the seminar presentation. Insert here.

**N409: Leadership and Issues in Nursing
Fall 2018
Peer Evaluation**

Title and Date of Seminar:

	Item	Strongly disagree 0	Disagree 1	Neutral 2	Agree 3	Strongly Agree 4
1	The presenting group posted advance materials that were thorough and relevant					
2	The seminar provided clear information needed for peer learning					
3	The content summarized required reading in sufficient depth for understanding					
4	The session included a variety of teaching and learning strategies to promote active learning					
5	The session provided all participants with an opportunity to engage in group discussion					
6	Time management was effective (began and ended on time, used class time well)					
7	The seminar met the learning outcomes					
8	Key aspects of nursing leadership were addressed in the seminar to further peer learning					
	Totals:					
9	What group did well: Insert comments.					
10	What would you suggest the group do differently? Insert comments.					
Overall Score: _____/32						

**N409: Leadership and Issues in Nursing
Fall 2018
Instructor Evaluation**

Title and Date of Seminar:

Names of Members:

	Item	Strongly disagree 0	Disagree 1	Neutral 2	Agree 3	Strongly Agree 4
1	The presenting group met with Instructor to consult two weeks in advance					
2	The presenting group posted advance (one week) materials that were thorough and relevant					
3	The seminar provided clear information needed for peer learning					
4	The content summarized required reading in sufficient depth for understanding					
5	The session included a variety of teaching and learning strategies to promote active learning					
6	The session provided all participants with an opportunity to engage in group discussion					
7	Time management was effective (began and ended on time, used class time well)					
8	The seminar met the learning outcomes identified in the learning plan					
9	The primary health care framework was used to interpret the implications of the case study for nursing leadership					
10	Key aspects of nursing leadership were addressed in the seminar to further peer learning					
	Totals:					
11	What group did well:					
12	What is suggested the group could have done differently:					
Instructor comments :						
Instructor Score: _____/40						
Group score: _____/5 Peer score: _____/5 Instructor score: _____/10 TOTAL: _____/20						

APPENDIX F

Seminar Learning Plan and Agenda Template

Learning Outcomes See below

Required Reading:

Suggested Reading/Preparation:

Agenda/Schedule:

Time	Topic/Activity	Person/Notes

Learning outcomes

Nursing care/applying the nursing process

1. Discuss the application and integration of the nursing process at the community, national and international level
 - a) Program planning
 - b) Community development and community capacity building
 - c) Improving workplace culture
 - d) Improving and sustaining quality of patient care
 - e) Leading and managing teams
2. Analyze and critically appraise the relationships among theory, research, practice and how they impact and influence leadership in nursing.
3. Define, explore and discuss community development and community capacity building and articulate the nurse's role.
4. Consistently demonstrate professional and therapeutic communication skills.
5. Identify, discuss and demonstrate (introductory level) facilitation and leadership skills.

Nursing care/nursing profession

1. Discuss the role and functions of regulatory bodies:
 - a) CARNA
 - b) CNA
 - c) International Council of Nurses (ICN)
 - d) Canadian Nurse's Protective Society (CNPS)
2. Discuss and apply how relevant legislation and key documents impact the nursing student, the Registered Nurse and the practice environment.
 - a) FOIPP

- b) Health Professions Act
- c) Nursing Practice Standards
- d) Canadian Community Health Nursing Standards of Practice
- e) CARNA entry-to-practice competencies
- f) CNA Code of Ethics
- g) CARNA continuing competence
- h) Collective agreements
- i) Professional responsibility committee documents
- j) International health documents

Nursing care/safety:

1. Define and discuss quality improvement, patient safety and risk management programs in the Canadian Health Care System.

Nursing roles/care environments

1. Consider and discuss community, populations and organizations as “client”. Explore the nurse’s role in these settings and environments:
 - a) Health care organization
 - b) Health care team
 - c) Rural community
 - d) Rural international community
2. Describe, discuss and compare the role of the Registered Nurse, as leader or manager, within various roles and settings:
 - a) Registered Nurse as leader
 - b) Nursing student as leader
 - c) Registered Nurse as manager
 - d) Registered Nurse working with an NGO

Nursing care/nursing models:

1. Explore, discuss and compare relevant leadership and management styles and models.

Primary health care

1. Define, discuss and analyze key leadership concepts:
 - a) Leadership
 - b) Management
 - c) Power
 - d) Collective agreements, collective bargaining and labour relations
 - e) Delegation
 - f) Budgets (capital and operational)
 - g) Conflict and conflict resolution
 - h) Social justice
 - i) Social action
 - j) Advocacy
 - k) Staff morale

- l) Quality assurance
 - m) Healthy workplace
 - n) Unit/workplace culture
 - o) Developed vs developing nations
2. Analyze primary health care and the principles of primary health care (CNA, 2015) as they relate and impact the Registered Nurse as leader, manager or advocate.

 3. Investigate and debate current local, national and international trends in nursing, health and health care as they impact nursing as a profession.

Social determinants of health

1. Relate the impact of the social determinants of health on the role of the Registered Nurse as leader, manager or advocate.

Epidemiology

1. Locate, describe and discuss the relevance and impact of Canadian and international descriptive epidemiology:
 - a. Recruitment and retention of Registered Nurses
 - b. Morbidity and mortality of a community’s population
 - c. Disease incidence and prevalence at the community level

Acute and chronic illness

1. Describe and discuss the global impact of infectious, acute and chronic diseases.

Global citizenship

1. Explain and discuss the concepts of global citizenship and cultural safety as they impact the Registered Nurse, as leader, when working in various health care settings with diverse clients, communities and populations.

Revision history:

Revision no.	Change description	Developed by:	Revised By:	Page #	Date
1.0	Initial Release	Faculty of Nursing, University of Alberta	Seanna Chesney-Chauvet Katherine Trepanier	1–3	June 15, 2016 June 21, 2016