



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

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

COURSE SYLLABUS

NURSING 407

Acute Care Nursing Theory II

September 3, 2019 – December 13, 2019

NURS 407 Inquiry-Based Learning Instructors:

Group 1: Dr. Nadine Rimmer RN, DNP

Group 2: Shelley Bessey RN, MN

NURS 407 Fixed Resource Seminars/Lab Instructors:

Instructor X & Z: Dr Nadine Rimmer RN, DNP

Instructor Y: Shelley Bessey RN, MN

Instructor Z: TBA

Revised 2019/05

NURSING 407: ACUTE CARE NURSING II COURSE OUTLINE

CALENDAR STATEMENT:

NURS 407 Acute Care Nursing II * 6 (fi 12) (either term, 2-4s-3).

A comprehensive approach to primary health care components in the care of clients in complex situations locally, nationally, and internationally. High acuity health assessments and interventions are introduced. Case management, interdisciplinary collaboration, community development, and sociopolitical action are emphasized.

Pre-requisites: 113, 114, 115, 116, 206, 207, 307, and 308 (course # from last year)

Co-requisite: NURS 408, 409.

COURSE HOURS:

Lecture: 26

Seminar: 52

Lab: 39

COURSE DESCRIPTION:

The goal of this course is to refine the development of a primary health care approach to comprehensive professional nursing practice. Complex health care situations involving individuals, families, groups, aggregates and communities will be the focus.

INSTRUCTOR INFORMATION

Instructor: Dr. Nadine Rimmer RN, DNP

Phone (Office): 780-792-5701

e-mail: nadine.rimmer@keyano.ca

Instructor: Shelley Bessey RN, MN

Phone (Office): 780-715-3915

e-mail: shelley.bessey@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 or contact the Nursing Office at (780) 791-4889 to arrange a time. Due to clinical hours office hours and locations will be posted weekly on the instructor's door.

LEARNING OUTCOMES:

(Based on the anticipated competencies of a fourth-year nursing student)

Levels of independence:

With assistance: The student requires direction and information.

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

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

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

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

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

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

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

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

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

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

Occasional: Indicates that input is provided by instructor now and then.

Learning Outcomes

Students are responsible to familiarize themselves with *Graduate Competencies and Year End Outcomes Collaborative BScN*. Particular attention must be paid to the competencies associated with NURS 407.

By the end of the course, the student is expected to:

1. Demonstrate, with guidance, knowledge of primary health care and of its components in the context of clients with complex and ambiguous situations.
2. Discuss, with guidance, the roles and functions of registered nurses in providing client-centred care to clients (across the lifespan) with increasingly complex alterations in health

3. Demonstrate, with guidance, knowledge and understanding of the client as individuals, families, groups, aggregates, community and population.
4. Demonstrate knowledge of the importance of sociopolitical action and leadership in nursing.
5. Demonstrate, with guidance, knowledge and understanding of patient case management.
6. Demonstrate understanding of interdisciplinary/interprofessional collaboration.
7. Demonstrate, with independence and or minimal guidance, the processes of self-directed learning, critical thinking, and group process skills in utilizing context-based learning, in all learning activities.
8. Demonstrate an understanding of key patient safety concepts including communication, teamwork, environmental and human factors, safety risks and adverse events disclosure.
9. Integrate the knowledge generated from working through the course learning packages, and be able to apply this knowledge to other situations.
10. Integrate the knowledge and skills acquired in all learning environments and be able to apply them in other situations.

NURSING PROGRAM POLICIES

Please refer to the University of Alberta Calendar for Specific Nursing Program 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.

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 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 Accessibility Services to establish reasonable accommodations. Please call 780-791-8934 or drop in at CC - 260.

REQUIRED LEARNING EXPERIENCES

Inquiry-Based Learning Seminars

Students will collaboratively work through six (6) Learning Packages using two seminar sessions for each Learning Package. Each **seminar** will be approximately three (3) hours. Learning packages to be covered in Nursing 407 are:

1. **Celine Turcotte**
2. **Janice Kay**
3. **Mikey**
4. **Trauma Scenario A or B**
5. **The Inmates**
6. **Home Care**

Fixed Resource Seminars/Labs

Students are expected to attend the Fixed Resource Seminars as scheduled throughout the course. Additional information relevant to the course or assignments will be presented. For times refer to the Nursing 407 timetable. Please note that material covered in these seminars is testable material.

1. **Acid-Base Balance / ABGs**
2. **IV Medications**
3. **IV Initiation**
4. **Blood Administration**
5. **Ostomy Care**
6. **Nasogastric Tube Insertion & Care**
7. **Cardiac Monitoring/EKG Interpretation**
8. **Enteral Feedings/TPN**
9. **Central Lines (CVAD)**
10. **Chest Tube Care**
11. **Tracheostomy Care**
12. **Central Nervous System/Increased Intracranial Pressure**

Lab Activities

Students will participate in the lab. The **lab** will be approximately three-hours. Moodle contains additional details for each lab, including preparation expected prior to attending. Students are expected to dress as indicated in the student handbook. The labs are:

1. **IV Medications**
2. **IV Initiation**
3. **Blood Administration**
4. **Ostomy Care**
5. **Nasogastric Tube Insertion & Care**
6. **Enteral Feedings/TPN**
7. **Central Lines (CVAD)**
8. **Chest Tube Care**
9. **Tracheostomy Care**

Regular lab attendance, preparedness, and participation in class discussions, along with adequate participation and contribution to group work are examples of the expected student behavior. ROLES AND EXPECTATIONS OF STUDENTS IN INQUIRY BASED LEARNING SCENARIO AND LAB SETTINGS ARE FOUND IN **APPENDIX A**.

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 labs or seminars.

OVERVIEW OF COURSE EVALUATION

Grading for all course evaluation methods will be based on the Four-Point Alpha Grading System (**Appendix D**).

1. Scholarly Paper	30%
2. Quizzes (6)	30% (5% each)
3. Final Examination	<u>40%</u>
	100%

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 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.

PLEASE NOTE:

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

COURSE EVALUATION:

Scholarly Paper: Concept Analysis Paper - (30%)

Due: November 18, 2019 by 1200 hours

Preamble:

A theory is composed of assumptions that show relationships between **concepts** and provide a systematic view of explaining, predicting and prescribing phenomena (Thorne & Perry, 2006, p.67). Scholars agree that the unique theories and perspectives used by a discipline help distinguish it from other disciplines. "Theories provide nurses with a perspective with which to view client situations and a way to organize data in daily care" (McEwen & Wills, 2002, p. 349).

This assignment is intended to give students an opportunity to explore a particular concept in more depth and show how it may be applied in a practical situation.

Select **one** of the nursing concepts listed below to explore in more depth (or consult with your tutor if you want to explore a concept not listed). Review and synthesize the literature related to the chosen concept to address the questions in the guidelines below. Nursing assessments and interventions related to the chosen concept are to be included. **Use APA Manual 6th Edition for this paper**

Note: for this paper, it may be helpful to choose **ONE** of the client populations studied in the four scenarios in NS 3940 (infants, children, adolescents, young adults, elderly) to use as an example of how this concept might apply in practice with a particular population.

NURSING CONCEPTS:		
loss / grief	hope/hopelessness	attachment
guilt / shame	coping	change
resiliency	stress	caring
social justice	political action	poverty
spirituality	chronicity	uncertainty
control/power	trust / mistrust	diversity
stigma	pain	comfort
empowerment	dignity	

Length –Maximum 3000 words, excluding the title page, citations and reference page (in APA format). You should have at a minimum 2 pages of appropriate references for this assignment. Guidelines for the paper:

(a) Discussion of the concept:

- What is the definition of the concept?
- Is there agreement among authors about a definition?
- What does the research/literature say about this concept?
- Are there related concepts? What are they?
- How is this concept related to health and/or illness?

(b) Assessments relevant to the concept:

- Discuss pertinent nursing assessments the nurse should make to determine whether the client population or aggregate is experiencing issues related to this concept? Are there any tools in the literature to assist nurses with this assessment?

(c) Interventions relevant to the concept

- What nursing interventions are indicated for clients experiencing issues related to this concept, and how would the nurse apply these interventions to clinical practice with the chosen population.

Articles related to “concept analysis” and “review of the literature” may be especially helpful with this assignment. (Some of these articles may be older than the usual recommended 5 year limit for currency and may be considered acceptable).

Ackley, B., & Ladwig, G. (2011). Nursing diagnosis handbook: A guide to planning care. (9th ed.). St Louis, MI: Mosby Elsevier.

The format for this paper must follow APA standards. The length of this paper is to be a maximum of 6 pages excluding the title and reference page. The paper will be evaluated based upon the Scholarly Paper Marking Guide (see **Appendix B**).

When submitting papers, students will attach photocopies of the reference papers used or email PDF files to the instructor. All hard copy reference papers will be returned to the students.

ASSIGNMENT REAPPRAISALS

Students may request reappraisal of marks for learning assessments (individual assignments, papers or other course components that are weighted at 20%, or greater, of the final course mark. This excludes all examinations and group assignments.

The first step in the reappraisal process requires meeting with the course instructor to discuss the assignment mark. If, subsequently, the issue remains unresolved, a student may submit a request for an assignment reappraisal to the Program Chair.

STEP 1: GROUNDS FOR REQUEST FOR ASSIGNMENT REAPPRAISAL

Answer YES to any of the following:

I believe there was an error(s) in calculation of a learning assessment mark;

I believe that a procedural error occurred on the part of the Faculty of Nursing;

I believe there was bias or discrimination against me on the part of the Faculty of Nursing.

STEP 2: SUBMITTING A REQUEST FOR ASSIGNMENT REAPPRAISAL

Please Note: Your disagreement with a mark you have been awarded does not in itself, constitute a procedural error.

You must submit Assignment Reappraisals within 10 (ten) working days of the posting date of the assignment mark in Gradebook. Late appeals will not be considered.

You will need to complete the Request for Reappraisal of an Assignment, Paper or Other Course Components and submit your form to the Program Chair. Forms can be obtained from the nursing office.

The request for assignment reappraisal must stipulate the percentage the assignment was worth and explain the grounds on which the mark is contested. The Assignment Reappraisal request will be considered by the Program Chair, who decides whether you have established grounds for

the reappraisal. If the Program Chair decides you do not have established grounds, then an assignment reappraisal will not occur.

If grounds are established, the Program Chair may conduct the reappraisal or seek a blind review from a faculty member who has not been involved in marking the student in the course, and who is able to provide the assessment.

The reviewer completes an independent review of the assignment and provides a recommendation to the course instructor. Normally, the second mark, whether higher or lower, will be combined with the original mark and the two marks are averaged to become the new assignment mark.

Decisions concerning reappraisals are final and cannot be appealed to the Associate Dean Undergraduate Programs, Faculty of Nursing Academic Appeals Committee or the U of A General Faculties Council Academic Appeals Committee (GFC AAC).

Quizzes: - (30%)

There will be 6 quizzes (5% each). Each quiz will have 20 multiple choice questions which will incorporate scenarios and/or any lab and fixed resources covered since the last quiz. The time for completion of each quiz is 30 minutes. Please refer to **Appendix C** for Expectations of Students Writing On-Line Exams. These expectations also cover quizzes.

Final Exam: - (40%)

Wednesday, December 13, 2019 (0900 – 1130hrs)

This exam will have 100 questions and will incorporate content from all scenarios, fixed resources and labs. The format for the final exam will be multiple choice. Please refer to **Appendix C** for Expectations of Students Writing On-Line Exams.

REQUIRED TEXTS

All texts bought in Year 1, 2 and 3 of the Program will be utilized in Nursing 407.

RECOMMENDED TEXTS

Critical Care Nursing: Diagnosis and Management 8th ed. Urden, Stacy and Lough (2018).
Elsevier.

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.

Student Role in Lab Setting

In the lab setting, students continue to take an active, independent approach to their learning.

1. Being committed to the lab group and willingly sharing their intellect, knowledge and expertise.
2. Attending scheduled lab sessions as a requirement of the undergraduate program.
3. Coming to each lab prepared, having completed required readings and viewed required audiovisual resources.
4. Seeking resources that will support their learning lab skills.
5. Asking questions which contribute to their ability to assess critique and appraise what they do and do not know or understand about skill development.
6. Exploring and discussing the underlying rationale for skills learned.
7. Applying research-based evidence to the development of their skills.
8. Participating in the ongoing development of constructive group dynamics in their lab group.
9. Respecting and being responsible for the resources utilized in learning skills by leaving the lab in a prepared state for use by students who follow them in the lab setting.

APPENDIX B
Keyano College- Senior Marking Guide

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

Assignment Components	(A) Excellent	(B) Very Good	(C) Good	(D) Marginal	(F) Unsatisfactory
<i>Discussion of Concept:</i>	<p>Comprehensive identification & discussion of the definition of the concept.</p> <p>Identifies & discusses agreement & alternate opinions among authors / theorists about the definition.</p> <p>Discusses all aspects of what research/literature states about the concept.</p> <p>Identifies & discusses three or more relevant related concepts.</p> <p>Comprehensive identification and discussion of how the concept is related to health & illness.</p> <p>Information is comprehensive, clear & concise.</p>	<p>Clear and concise identification & discussion the definition of the concept.</p> <p>Identifies & discusses agreement among authors / theorists about the definition.</p> <p>Discusses most aspects of what research/literature states about the concept.</p> <p>Identifies & discusses a minimum of two relevant related concepts.</p> <p>Clear and concise identification and discussion of how the concept is related to health & illness.</p> <p>Information is clear & concise.</p>	<p>Clear but somewhat superficial identification & discussion of the definition of the concept.</p> <p>Identifies & superficially discusses agreement among some authors / theorists about the definition.</p> <p>Discusses some aspects of what research/literature states about the concept.</p> <p>Identifies, but does not discuss how concepts are related.</p> <p>Identifies & discusses how the concept is related to health or illness.</p> <p>Information is clear, but at times superficial.</p>	<p>Briefly identifies the definition, but discussion vague.</p> <p>Identifies, but does not discuss agreement among authors about the definition.</p> <p>Fails to discuss most aspects of what research/literature states about the concept.</p> <p>Fails to identify most relevant concepts & does not discuss how concepts are related.</p> <p>Identifies, but does not discuss how the concept is related to health or illness.</p> <p>Information is superficial & at times confusing.</p>	<p>Fails to define the concept.</p> <p>Fails to identify & discuss if there is any agreement among authors about a definition.</p> <p>Fails to discuss what research/ literature states about the concept.</p> <p>Fails to identify & discuss related concepts.</p> <p>Fails to relate the concept to health or illness.</p> <p>Information is mostly confusing or non-existent.</p>

<p><i>Assessments Relevant to the Concept:</i></p>	<p>Identifies & discusses the pertinent nursing assessments relevant to the concept.</p> <p>Identifies an appropriate client population or aggregate experiencing issues related to the concept and relates all assessments identified to the client population or aggregate experiencing issues related to the concept.</p> <p>Comprehensive identification and discussion of relevant assessment tools and how all assessment tools relate to the client population or aggregate.</p> <p>Information is comprehensive, clear & concise.</p>	<p>Identifies & discusses most of the pertinent nursing assessments relevant to the concept</p> <p>Identifies an appropriate client or population or aggregate experiencing issues related to the concept and relates most assessments identified to the client population or aggregate experiencing issues related to the concept.</p> <p>Clear and concise identification and discussion of relevant assessment tools and how most assessment tools and relates most assessment tools to the client population or aggregate.</p> <p>Information is clear & concise.</p>	<p>Identifies & discusses some of the pertinent nursing assessments relevant to the concept.</p> <p>Identifies an appropriate client population or aggregate experiencing issues related to the concept and relates some of the assessments identified to the client population or aggregate experiencing issues related to the concept.</p> <p>Identifies mostly relevant assessment tools and discusses how some assessment tools relate to the client population or aggregate.</p> <p>Information is clear, but at times superficial.</p>	<p>Most assessments identifies were irrelevant to the concept.</p> <p>Identifies an appropriate client population or aggregate experiencing issues related to the concept and failed to relate most assessments identifies to the client population or aggregate experiencing issues related to the concept.</p> <p>Identifies some relevant, but also some irrelevant assessment tools and provides minimal discussion of how any assessment tools relate to the client population or aggregate.</p> <p>Information superficial & at times confusing.</p>	<p>All assessments identified were irrelevant to the concept.</p> <p>Failed to identify or identifies & inappropriate client population or aggregate experiencing issues related to the concept and failed to relate assessments to the client population or aggregate experiencing issues related to the concept.</p> <p>No identification of relevant assessment tools or identifies all irrelevant assessment tools. Does not relate assessment tools to the client population or aggregate.</p> <p>Information mostly confusing or non-existent.</p>
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<p><i>Interventions Relevant to the Concept:</i></p>	<p>Identifies & discusses the pertinent interventions indicated for clients experiencing issues related to the concept and discusses how the nurse would apply all of the interventions identified to clinical practice with the chosen client population or aggregate experiencing issues related to the concept.</p> <p>Information is comprehensive, clear & concise.</p>	<p>Identifies & discusses most of the pertinent interventions indicated for clients experiencing issues related to the concept and discusses how the nurse would apply most of the interventions identified to clinical practice with the chosen client population or aggregate.</p> <p>Information is clear & concise.</p>	<p>Identifies & discusses some of the pertinent interventions indicated for clients experiencing issues related to the concept and discusses how the nurse would apply some of the interventions identified to clinical practice with the chosen population or aggregate.</p> <p>Information is clear, but at times superficial.</p>	<p>Most interventions identified & discusses were irrelevant for clients experiencing issues related to the concept and failed to discuss how the nurse would apply most of the interventions identified to clinical practice with the chosen population or aggregate.</p> <p>Information superficial & at times confusing.</p>	<p>All interventions identified & discussed were irrelevant for clients experiencing issues related to the concept and failed to discuss how the nurse would apply the interventions identified to clinical practice with the chosen population or aggregate.</p> <p>Information mostly confusing or non-existent.</p>
<p><i>Formatting, Writing Style & APA Formatting:</i></p>	<p>Clearly well organized.</p> <p>No grammatical or spelling errors.</p> <p>Accurate APA formatting, referencing & citations.</p>	<p>Mostly well organized.</p> <p>Minimal grammatical or spelling errors.</p> <p>Most APA formatting, referencing & citations accurate.</p>	<p>Somewhat organized.</p> <p>Some grammatical &/or spelling errors.</p> <p>Some APA formatting, referencing & citations errors.</p>	<p>Clearly lacks organization.</p> <p>Several grammatical or spelling errors.</p> <p>Poor APA formatting, referencing & citations.</p>	<p>Entirely disorganized & confusing.</p> <p>Copious grammatical & spelling errors.</p> <p>Improper APA formatting evident.</p>

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