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To Whom It May Concern:

This evaluation of the syllabus for NURS 350: Health and Healing VII: Promoting Community and Societal Health (1.5 units) is built around the syllabus evaluation rubric developed by the Center for Teaching Excellence, Academic Policies University of North Georgia. The rubric reflects the standard of excellence expected in all UVic SON syllabi development. The syllabus was submitted to me for review by Dr. Nancy Clark for the January 2022 term. NURS 350 is a course I have taught many times and thus recognize the attention to detail and student centred learning included in the syllabus that Dr. Clark has built. The following assessment follows the headings included in the syllabus assessment rubric.

**Course Description:** in addition to standard information including instructor name & contact info, class time and location, the author identifies course prerequisites, course description, how the course fits into the larger program/department curriculum, field, as well as supplemental readings, and resources.

**Example:** Explores knowledge for nursing as a practice of relationship and inquiry, in promoting community and societal health. Emphasis is placed on working with community and society, from perspectives of social justice, health equity and political action, community development and capacity building for community health promotion, and transformative and emancipatory approaches to teaching and learning. Students engage in community-based learning activities to integrate theory and practice.

**Example:** This course builds on The Canadian Community Health Nursing (CHN) Standards of Practice. It focuses on the role of the community health nurse within the context of health care systems and communities. In this course we adopt a pedagogy of collegiality. This means that everyone is recognized to bring unique experiences and knowledge which is to be shared in the course through face-to-face and asynchronous online formats.

**Course Outcomes:** listed with appropriate, descriptive verbs that lend themselves to measurement and seek higher levels of learning in relation to related clinical courses and theory.

**Example: STUDENT LEARNING OUTCOMES**

By the end of this course, you will be able to articulate and demonstrate your application of concepts and practice as they apply to:

1. Foundational knowledge of community health nursing:
  - a) public health policy and Health promotion
  - b) socio-environmental and applied socio ecological frameworks
  - c) Digital health, Information technologies & health literacy
  - d) cultural humility and safety toward anti-oppression and anti-racism in nursing

- e) Epidemiology; chronic disease self-management
- f) communicable diseases management

**Course Format:** descriptions of course expectations and how class time will be used are explained, together with various teaching methods and modes. Role expectations and class format are explained in such a way that students understand the underlying rationale and benefits for them.

**Example: COURSE STRUCTURE AND PROCESS**

This course is offered using a blended delivery model, which consists of a two-hour asynchronous class time per week and a one-hour face-to-face component per week (the total course time is 3 hours per week). Face-to-face classroom learning will be held on Tuesday between 0930-1020 hours in your assigned classroom on campus. Asynchronous learning activities will inform your face-to-face classroom learning.

**Instructor Beliefs & Assumptions:** Section describing the school of nursing and the instructor's beliefs or assumptions about teaching and learning are well articulated and thought out. Rationale includes the values and/or experiences that guide the instructor's teaching practice.

**Example: APPROACH TO TEACHING AND LEARNING IN THE SCHOOL OF NURSING**

We believe that learning occurs most effectively within the context of classroom and practice relationships that draw on and build our individual and collective knowledge and experience. Our approach to teaching and learning is built on the following six guiding principles: engagement, interaction, inquiry, diversity, capacity building, and praxis (the thought and action of nursing practice).

**Class Schedule:** fully articulated and logically sequenced course schedule with chronological topics listed for each class, along with required readings and preparation necessary from students.

**Example: COURSE SCHEDULE**

Weekly readings and learning activities will include a combination of chapters from the course textbook, articles from journals, power point slides and links from professional websites. In some weeks learning activities are followed by notes to guide you through the material. These resources are to be used to complete weekly asynchronous activities and prepare you for the face-to-face (in class) portion of the course. At the end of each class discussion, you are to post your group's critical thinking responses to the exercises and weekly questions.

Please note: Eleven (11) learning activities are *required and graded as part of your group work*. Like all course requirements these learning activities must be completed by the due dates posted.

**Assignments Required:** course assignments listed with clear due dates assignments listed with due dates, with explanation of late policy and other requirements that might affect grades.

**Example: ASSIGNMENTS AND GRADING**

**Assignment due dates, extensions, and deferred grades**

You are expected to meet the due date requirements for the assignments in this course. If you require an extension for an assignment due date, it will be at each individual instructors' discretion in consultation with you. If you know in advance that you will be unable to meet a due date, please consult with your instructor as soon as possible.

If an extension is required, you must ask your instructor for an extension at least 48 hours **in advance** of the due date. We consider requesting an extension in advance a professional responsibility. For an emergency, late extension request is possible, but may delay grade submission for the course.

**Academic Policies & Procedures:** Clearly visible and readable information description of academic integrity policy as well as information about all pertinent academic policies, including academic integrity, accommodating students with disabilities, class attendance is provided at outset of the syllabus.

**Assessment of Students' Learning:** Each graded assignment clearly described with its relative value towards the overall course grade. Each assignment includes descriptions of its rationale for inclusion in the course and what the student should get out of completing it; use of rubrics with quality criteria specified.

#### **Example: Criteria for Grading**

University regulations related to grading can be found in the current University Undergraduate Calendar. Your final grade for this course represents the total of the marks for the assignments. If the final percentage includes a decimal point of 0.5 or higher, the mark will be rounded to the next higher figure for example 66.5 increases to 67.0.

*Please note the following:*

- If you do not complete all the following required assignments, you will receive a failing grade even if you have received a final grade of 50% or higher for the work you did in the course. This includes both graded and ungraded assignments.

**Diversity of Teaching & Assessment Methods:** Evidence the instructor has employed a diverse set of teaching and assessment methods. Evidence that the instructor has considered the diversity of students in choosing teaching and assessment methods. In this syllabus, students have the opportunity for both individual contributions to learning and work in a group to develop skills relevant to community health nursing and community development principles of collaboration and cooperation. The assignments are designed to give students the lived experience of developing and building skills that are indicated as learning outcomes in the course.

**Continuity of Feedback to Students on Their Learning:** adequate opportunities for students to get feedback on their progress in the course. Students choose a leader for each week to post to the week's learning activity. The instructor provides feedback to the group as well as a mark out of 5.

#### **Example: Assignment 1: 55% Group Learner Activities (11 weekly posts 5%)**

In your group you will take turns each week as group lead for the facilitation of the group posts. As stated, evaluation is based on whether your group responded to the questions, and the quality of the responses (see rubric). You are expected to post eleven (11) group critical reflections

throughout the course that are worth 5% of your overall grade for a total of 55%. This means that the course is highly participatory and is a measure of your engagement with and understanding of the material. Working as a group will also allow you to problem solve and develop comprehensive answers. Everyone in your group will receive the same mark.

**Opportunities for Students to Provide Evaluative Course Input:** Instructor has developed and scheduled a midsemester course evaluation opportunity for the students. Students are encouraged to provide the instructor with regular input on how they are experiencing the course throughout the semester.

**Example: COURSE EXPERIENCE SURVEY (summative evaluation process)**

I value your feedback on this course. Towards the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future.

With thanks for this opportunity,  
Margaret Scaia