



PRACTICAL NURSE COLLABORATIVE CURRICULUM

KEYANO COLLEGE

COURSE OUTLINE

**PN 210
NURSING PRACTICE II:
ACUTE CARE PRACTICE- MEDICINE**

FALL 2019

October 9, 2019 – December 12, 2019

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**NURSING PRACTICE II:
ACUTE CARE PRACTICE- MEDICINE
Course Outline**

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**NURSING PRACTICE II:
ACUTE CARE - MEDICINE
COURSE OUTLINE**

CALENDAR STATEMENT/COURSE DESCRIPTION

NURSING PRACTICE II: ACUTE CARE - MEDICINE * Semester III

This practice course provides the learner with clinical experience as a member of the health-care team in providing safe, holistic, and evidence-informed nursing care to clients and families in an acute-care environment following the standards of practice for a practical nurse. This course includes four weeks of instructor-supervised clinical practice on an acute-care medical unit and, in combination with Nursing Practice III, meets the program requirements of placement in an acute-care setting.

Pre-requisites: Successful completion of all previous courses, PN 200, Alberta Health Services mandatory certifications, CPR Level C for Health Care providers, Clear Police Information Check and Vulnerable Sector check, up-to-date immunizations

COURSE HOURS

TOTAL HOURS: 155

CREDITS: 4

TUTOR INFORMATION

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GENERAL LEARNING OUTCOMES

Upon successful completion of this course, the learner will meet the following outcomes:

1. Model professional attitudes, judgments and ability in the practice setting.
2. Apply the concepts of healthy living to maintain personal and professional well-being in the practice setting.
3. Integrate concepts from the arts, sciences, social sciences and nursing foundations into a developing professional practice.
4. Describe the role of the practical nurse and interdisciplinary team in providing medical-surgical nursing care to the adult client.
5. Perform appropriate client assessments, interpret the significance of findings and identify priority nursing diagnosis related to medical-surgical nursing care for the adult client in the practice setting.
6. Plan safe, effective, competent and holistic medical-surgical nursing care for the adult client based on analysis of available data and evidence-informed practice guidelines in the practice setting.
7. Perform safe, effective, competent and holistic medical-surgical nursing interventions to optimize adult client strengths, achieve expected health outcomes, and promote wellness in the practice setting.
8. Evaluate the outcomes resulting from nursing and healthcare interventions, and adjust priorities and the plan of care as required in the practice setting.
9. Apply knowledge of documenting, reporting, and recording of pertinent client information.
10. Communicate effectively and accurately, and work collaboratively with the interdisciplinary team, instructors and classmates in the practice setting.
11. Demonstrate appropriate therapeutic communication techniques to establish the nurse-client relationship in the practice setting.
12. Apply principles of teaching and learning and health promotion to medical-surgical nursing care and to client teaching.
13. Integrate knowledge of self-regulation, critical inquiry and clinical judgment, leadership, cultural competence, teamwork, reflection, and continuous learning and competency development into developing practice.
14. Apply knowledge of governing regulation/legislation and ethics related to the provision of medical-surgical nursing care.
15. Integrate research findings that support evidence-informed practice in the delivery of medical-surgical nursing care and in the acute care setting.
16. Contribute to a culture of safety within the practice settings as it relates to medical-surgical nursing

Instructional Methods

This is a supervised clinical practice course. The course activities will include nursing care of assigned clients in the acute-care setting. Other activities may include nursing rounds (conferences), professional development activities, and discussions. These activities provide the opportunity for learners to learn with and from others in the nursing practice setting.

The course emphasizes pre-clinical preparation, participation in nursing care of clients, and post-clinical reflection and review. You are expected to take an active part in clinical discussions and

take responsibility for your own learning. The instructor's role is to supervise nursing practice and to facilitate learning.

Statement on Plagiarism

All students must complete the Plagiarism/Tutorial Certificate found on Moodle. To locate this information, sign into Moodle and on the left side of the page under student the tutorial can be located.

Expectations:

1. All students must complete this tutorial. The certificate must be shown to the instructor prior to submitting any written assignment. Failure to show the instructor the certificate of completion could result in a late written assignment penalty.
2. If you have completed this tutorial in a University Studies course you can show your instructor the certificate. The tutorial is required to be completed only once during your time at Keyano unless you have left the program and returned.

Student Code Of Conduct

Please refer to the Student Handbook and review the Student Code of conduct Policy (Policy 110.0), Students Rights policy (Policy 111.0) and 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 behaviours

PRACTICAL NURSING PROGRAM POLICIES

Please refer to Keyano College Practical Nurse Handbook for specific Practical Nursing Program policies and to Keyano College Calendar for general College policies.

Please review the Keyano College Nursing Program Policy on Clinical Attire, which is outlined in the student handbook. The following are required items for clinical: nametag, health centre ID, watch, penlight, black pen, bandage scissors and stethoscope.

Withdrawal Dates for Classes:

Unsuccessful performance in a clinical course, as part of Nursing and Allied Health Studies, will result in a failing grade regardless of the withdrawal day.

LATE POLICY FOR ASSIGNMENTS

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.

SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE

DISABILITY SUPPORT SERVICES: LEARNER ASSISTANCE PROGRAM

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 that we can discuss options. You are also welcome to contact Disability Services (780-791-8934) to establish reasonable accommodations.

SPECIALIZED SUPPORTS AND DUTY TO ACCOMMODATE

Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.

OVERVIEW OF LEARNING EXPERIENCES

CLINICAL PRACTICE

In order to pass PN 210: Acute Care - Medicine, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences. See APPENDIX A for Clinical Standard Practices

Components of this experience will include:

1. A scheduled nursing practice experience each week on the Medical Unit clinical setting. Clinical practice will take place beginning Oct 9/19 - December 12/19 Clinical rotation will be eight or twelve (12) hour day/evening shifts each week. (Please see timetable). Client research will take place on the day prior to the scheduled shift.
2. Research will prepare the student to provide safe, knowledgeable, ethical care and is essential to successful completion of this course.
3. Complete research on assigned client(s) conditions. Provide a response in the Moodle discussion regarding your patient conditions prior to attending clinical.
4. Students will attend shift report as able and within the first hour of shift will have formulated a detailed plan of care consisting of nursing diagnosis, goals, interventions and rationale for intervention. If caring for a client for more than one day, update the research and nursing care plan on each successive day with the client. Plan of Care for clients are to be submitted to the tutor for review following pre-conferences. See **APPENDIX B** for Student Experience Guidelines for Instructor Supervised Practice

If you are not prepared for clinical practice, you will be asked to leave the unit, this includes not having a plan of care completed on your assigned client(s).

5. Perform initial and ongoing assessments on all assigned clients.
6. Document client care on draft for review by the tutor prior to documenting in the client's chart.
7. Complete a Teaching Plan Assignment.
8. Complete Reflective Journaling Assignment to demonstrate written reflection of nursing practice.

If a student is absent from the clinical setting due to illness or for other reasons the following must occur:

- The student will contact their assigned unit;
- The student will contact The Nursing Office at 791-4889 and leave a message;
- The individual instructor will advise students if and how they wish to be contacted, including the number; and

- The Instructor may advise the student to contact the Keyano College Nurse at 791-4808.

Students not following these requirements will be considered absent without leave and abandoning their patients this may result in clinical failure

OVERVIEW OF COURSE ASSESSMENT

Clinical practice courses are graded as **pass** or **fail**.

To receive credit in Nursing Practice II: Acute Care- Practice (Medicine), the learner must complete all course requirements which include one written care plan assignment, reflective journaling and a passing grade on the final evaluation. A passing grade means that the student was able to satisfactorily meet all expectations in the course. Course credit will not be given if only parts of the course have been completed.

DISTRIBUTION OF MARKS

WRITTEN ASSIGNMENTS		
Assignment	Teaching Plan (minimum 60% required to receive PASS grade)	Pass/Fail
Reflective Journaling	Written reflection of nursing practice	Pass/Fail
CLINICAL PRACTICE EVALUATION		
	Integration of nursing knowledge and application of nursing skills. Learner must satisfactorily meet all evaluation expectations.	Pass/Fail
	Total	Pass/Fail

PASSING LEVEL AND GRADING SCALE

This is a nursing practice course. A learner must be proficient in the integration of nursing theory and application of nursing skills in a practice setting.

Learners must receive a **pass** grade on the written assignment and successfully demonstrate nursing skills in the nursing practice setting to receive a passing grade.

Refer to the Practical Nurse Program Handbook for information regarding grading scale, extensions, and other program standard practices.

Important Additional Information

All students must have the following prior to attending any nursing practice course:

- Alberta Health Services mandatory certifications
- Up-to-date immunizations
- Criminal Record Check completed
- CPR Level C for Health Care Providers

Note to all learners: It is the learner's responsibility to retain course outlines for possible future use in support of applications for transfer credit to other educational institutions.

COURSE ASSESSMENT

1. Nursing Practice II: Teaching Plan Assignment

Due Date: As per the instructor

In this assignment, the learner will have the opportunity to do the following:

- Demonstrate understanding of the principles of teaching and learning
- Develop a teaching plan appropriate to the assessment of a Medical client
- Apply the concepts of the nursing metaparadigm to assessment and the teaching plan
- Gain experience applying the principles of teaching and learning through the development of the teaching plan
- Reflect on the implications for future practice in a clinical setting
- See **APPENDIX C** for marking guide

Instructions

Develop a teaching plan based on a client to whom you have been assigned to care for in either your medical or surgical rotation. Consult with your instructor regarding the client you have chosen. This plan could be a discharge care plan or be based on any area in which the client has an identified knowledge deficit with regard to his/her care or medical condition.

You will write this client's case history including age, medical issues, education level, identified knowledge deficits, client needs, and any cultural considerations. You will then develop a teaching plan to address the identified knowledge deficits of your client. This plan will then be presented to your fellow classmates at a time set by the instructor. This presentation should engage and increase the knowledge of your fellow students. Be sure to include visual tools that aid in learning. Also develop strategies to evaluate the effectiveness of your teaching; you will evaluate your classmates' learning at the end of the presentation.

You are to hand in all teaching tools and the client case history for marking.

This is a **pass/fail** assignment; you must receive a pass in order to successfully complete Nursing Practice II: Acute Care 1 (Medical).

Teaching Plan Guidelines

STEP 1:

Assessment and Identification of Learning Needs and Barriers to Learning

Using concepts from the metaparadigm of nursing, assess and identify the learning needs of the client. Consider age; sex; cultural considerations; developmental parameters; language; current

health status; physical assessment; past medical history; cognitive ability; psychomotor ability; motivation; willingness to learn; socioeconomic considerations such as financial, living arrangements, and support systems; and psychosocial status. Identify factors and relevant characteristics of the client that might affect the teaching/learning process. Identify others who may also need to be included in the learning activity. *Summarize your analysis of the client teaching need to identify any barriers to learning that will affect the teaching/learning process.*

STEP 2:

Write a Nursing Diagnosis Addressing a Learning Need

After assessing the client, interpret the data to form a nursing diagnosis, identifying a specific learning need.

STEP 3:

Develop a Client-Centred Goal

State the goal that applies to the learning needs of the client by using the SMART criteria. Include the client in setting the goal.

STEP 4:

Identify Learning Objectives (may also be referred to as Expected Outcomes)

Identify two learning objectives that would indicate the client has met the goal. Choose the learning objectives from the following domains of learning:

- cognitive
- psychomotor
- affective

Learning objectives in the *cognitive domain* – The cognitive domain pertains to knowledge, comprehension, application, analysis, synthesis, and evaluation. Verbs that can be used when writing expected outcomes in the cognitive domain include: compares, defines, describes, states, explains, differentiates, names, plans, solves, summarizes, identifies, and gives examples. *The client will be able to state ...*

Learning objectives in the *psychomotor domain* – The psychomotor domain emphasizes skills and motor/technical performance. Verbs that are used when writing expected outcomes in the psychomotor domain include: demonstrates, manipulates, shows, assembles, arranges, constructs, and works. *The client will be able to demonstrate...*

Learning objectives in the *affective domain* – The affective domain emphasizes emotions, feelings, attitudes, and valuing, such as the value the client/family attaches to a behaviour. Verbs that can be used when writing expected outcomes in the affective domain include: chooses, justifies, defends, values, initiates, displays, selects, shares, uses, relates, and justifies. *The client chooses to...*

STEP 5:

Planning Implementations/Interventions

Identify the content of your teaching plan, teaching strategies/methods, time, place, types of sessions, teaching tools, and instructional resources such as pamphlets, videos, demonstration. Some examples of teaching strategies include lecture, discussion, demonstrations, role-playing,

AV material, printed material, computer programs, and panel discussion. Include a rationale for strategies selected.

STEP 6: Evaluation

Determine how the learning objectives will be achieved and how learning has occurred. How will the client meet the stated objectives? Write a statement that would indicate the client has achieved the goal.

For *cognitive domain learning*, evaluation may include questioning the client, having the client explain what was taught or providing a written test/quiz.

For *psychomotor domain learning*, evaluation would involve having the client do a return demonstration of a task.

For *affective domain learning*, evaluate learning through the client's response(s), attitudes, and feelings.

STEP 7: Reflection

Discuss what you think are the strengths and weaknesses of the teaching plan. How has this experience influenced your future practice?

STEP 8: References

Develop a reference page using APA format to credit your sources of information. Use one additional resource beyond your Nursing Foundations textbook.

Resources to assist in the teaching plan assignment:

Bloom's taxonomy of learning domain. Access from
<http://www.nwlink.com/~donclark/hrd/bloom.html>

Potter & Perry: Chapter 21

Nursing Foundations I, Course Readings: *SMART Goals: How to write and use with Clients*

Teaching Plan Table

CLIENT INITIALS:	
ASSESSMENT	
<u>Assessment considerations:</u> Factors that might affect the teaching and learning process:	
NURSING DIAGNOSIS (IDENTIFY THE LEARNING NEED) 1.	
PLANNING (ESTABLISH GOAL AND LEARNING OBJECTIVES: COGNITIVE, AFFECTIVE, AND/OR PSYCHOMOTOR)	
1. Client goals: 2. Learning objectives: 3. 4.	Expected outcomes:
IMPLEMENTATION (HOW WILL YOU FACILITATE LEARNING?)	
Planned teaching strategies:	Rationale for strategies:
REFLECTION	
Strength and weaknesses of plan? Influences for future practice?	

1. Reflective Practice

Self-reflection is a requirement for continuing competency of the practical nurse. The purpose of this assignment is to assist you to reflect on your nursing practice. Through reflective practice you will demonstrate self-reflection by recognizing your own learning, goals, strengths and areas for improvement.

You will submit reflections in each of the nursing practice courses. These submissions are a requirement of this course and must achieve a satisfactory rating to receive a **pass**. Use the following to guide your reflective journaling. Attached is a marking guide that will be used by your instructor to evaluate your submissions.

Reflective Journaling

Due Date: Weekly following clinical rotation

GUIDELINES

- The reflective journal will be reviewed by the instructor. Due dates for submission will be determined by your instructor.
- Journal submissions must be done via the Journaling Template on Moodle. Submissions are to be emailed to instructor by the assigned due date.
- Submission format may vary based on instructor preference or clinical group decision (i.e., may be done through online discussions, group discussion, with the use of concept maps or traditional journaling).
- The journal must be completed as assigned in order to receive a **pass** grade in the course.
- See **APPENDIX D** for marking guide.

REFLECTIVE PRACTICE CRITERIA

Description

Choose a significant situation or event that occurred this week in clinical practice.

- Describe this situation in detail, relating it to your own practice.
- What was going on? What happened?
- How did the client, family or staff respond? (Use only initials to maintain confidentiality.)
- What was your role in this situation?

Reflection

Reflect on the situation as it happened.

- What were your feelings and thoughts about the situation?
- What did you do? How did you feel about what you did? Why?
- What were the important elements of the event? What preceded the event and what followed it?

Analysis

Analyze the situation.

- What went well? What did you find difficult?
- Integrate what is known from nursing theory and related courses. Use your nursing textbooks or other professional resource to interpret this situation and expand your understanding of the event.
- Identify the course learning outcomes that apply to this situation. What have you learned?
- How does this experience compare to other situations in which you have been involved?

Evaluation

Evaluate the situation.

- What did you learn from this situation?
- What would you do differently in the future?
- What should you be aware of if this situation occurs again?

Your instructor will read the entries and write comments to help focus and guide you throughout your practice. The entries will remain confidential.

2.Student Evaluation

Due Date:

December 12, 2019 Will be scheduled in consultation with the instructor

Student Assessment/Evaluation

Assessment of your performance is based on satisfactory preparatory work and successful delivery of client care. Throughout these clinical practice courses, your instructor will provide you with both verbal feedback and written feedback (anecdotal notes) on your clinical performance. Feedback will be provided on a weekly basis. Feedback may be provided more frequently if required. These notes are used to support comments and performance ratings of your midterm and final evaluations.

Student concerns should be discussed directly with the instructor. If necessary, concerns can be submitted in writing to the program supervisor, and a copy must be given to the instructor.

The clinical practice evaluation will be completed by your instructor. You will be given a written midterm and final evaluation. Each evaluation will be discussed with you during a meeting with your instructor. See **APPENDIX E** for Expectations of Students

Students must consistently meet minimal safe practice. Examples of minimal safe practice are as follows:

The student:

- Is punctual for all scheduled clinical activities (pre/post conference, report)
- Can discuss assigned client's pathophysiology and related symptoms in his/her own words
- Correctly selects a high-priority nursing diagnosis and discusses at least two interventions that are supported by evidence-based practice
- Demonstrates correct medication and intravenous administration including calculations and safe dosages; can communicate actions, side effects, and nursing implications
- Demonstrates beginning psychomotor skills appropriate to practice setting
- Maintains asepsis and standard precautions
- Reports to appropriate parties (RN, instructor) regarding all client care and changes in client condition
- Documents in a timely manner and according to current nursing practice within the practice setting
- See **APPENDIX F** for marking guide.

CODE OF ETHICS

CLPNA Competencies

The following CLPNA competencies are learned during the Nursing Practice I course:

- A: Nursing Knowledge
- B: Nursing Process
- C: Safety
- D: Communication and Interpersonal Skills
- E: Nursing Practice
- F: Respiratory care
- G: Surgical Nursing
- H: Orthopedic Nursing
- I: Neurological/Neurovascular Nursing
- J: Cardiovascular Nursing
- L: Pediatrics
- N: Emergency Nursing
- O: Gerontology Nursing
- P: Palliative Care

- Q: Rehabilitation
- S: Clinic Based Nursing
- T: Occupational Health and Safety
- U: Medication Administration
- V: Infusion therapy
- W: Professionalism
- X: Licensed Practical Nurse role

Refer to www.clpna.com for references

REQUIRED TEXTS

Required Textbooks and Resources

Primary Texts

Day, R.A., Paul, P., Williams, B., Smeltzer, S.C., & Bare, B.G. (2016). *Brunner and Suddarth's textbook of Canadian medical-surgical nursing* (3rd ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

Kelly, P. & Quesnelle, H (2013). *Nursing Leadership and Management*(3rd edition). Nelson Education.

Nursing Practice II: Acute Care 1 (Medical) Clinical Guide. (PNCC, 2019)

Potter, P.A., & Perry, A.G. (2019). *Canadian fundamentals of nursing* (6th ed. Rev.). Ross-Kerr, J.C., & Wood, M.J. (Canadian ed.). Toronto, ON: Elsevier.

Other Required Resources

Drug guide or online drug guide such as Medline Plus:

<http://www.nlm.nih.gov/medlineplus/druginformation.html>

Medical dictionary or online medical dictionary such as Medline Plus:

<http://www.nlm.nih.gov/medlineplus/mplusdictionary.html>

CLINICAL STANDARD PRACTICES

Overview

It is your responsibility to adhere to the following standard practices for the Practical Nurse Program. Please familiarize yourself with them and refer to them throughout the program.

DRESS CODE STANDARDS

You are expected to adhere to the dress code standards for the clinical area as outlined in the Practical Nurse Program Handbook.

ATTENDANCE

You must report illness or reasons for inability to attend clinical practice to your instructor prior to your assigned shift. Your instructor will inform you on how best to contact her. You are expected to adhere to the attendance standards for the clinical area as outlined in the Practical Nurse Program Handbook.

DOCUMENTATION OF CLIENT CARE

Documentation must follow agency policies, and instructor and unit expectations where you are practising.

ENSURING CLIENT SAFETY

If your actions result in an actual or potential violation of client safety, you may be removed from the clinical area and may fail the course. Your progress in the program will be outlined in a learning improvement plan. Examples of safety violations are included in the Practical Nurse Program Handbook.

LEARNING IMPROVEMENT PLAN

If you are experiencing difficulty meeting the identified course outcomes and expected behaviours at any time, a meeting involving you, and your instructor may be called. A learning improvement plan will be initiated as per the Practical Nurse Program Handbook.

A learning improvement plan includes:

- Identification of problem
- A specific action plan required if you are to overcome the problem
- A timeframe for the problem to be resolved and evaluated

REPORTING WHEN LEAVING THE UNIT

When leaving the unit for breaks or at the end of the shift, you must report your leaving to the buddy nurse (a staff member also assigned to care for the client) and your instructor.

WORKPLACE INJURY

If you are injured or exposed to a blood-borne pathogen on the premises of the college or at a clinical agency, it is your responsibility to inform your instructor/preceptor as soon as possible. The protocol of the agency where the injury occurs will be followed. As reporting forms are time sensitive, it is essential that the injury be reported as soon as possible. Your instructor or preceptor will have the necessary WCB and Blood-Borne Pathogen forms. You may also be required to complete agency-specific reporting forms.

STUDENT EXPERIENCE GUIDELINES FOR INSTRUCTOR-SUPERVISED PRACTICE

Attendance

You are expected to make every effort to be present and on time for every clinical shift. Missed days may make it impossible for the instructor to complete an evaluation of your performance. If the instructor is unable to evaluate your performance due to poor attendance, you will not pass the course.

Preparation for Clinical Assignments

Client safety is the highest priority. You are expected to come prepared for each clinical practice experience. If you are unprepared, you will be removed from the clinical area and marked absent for that clinical shift. A learning improvement plan will be put in place outlining the expectations and importance of preparing for assignments, and to address implications to professionalism, legalities, and client safety.

You are required to conduct your research in the clinical area on your assigned client prior to start of shift. You are responsible for reviewing the nursing skills that you will be required to perform during client care.

For all Nursing Practice courses, client research must be prepared in writing and brought with you to the clinical area.

Assignments/Team Responsibilities

- Research your assigned clients.
- Using the nursing process and the nursing metaparadigm, provide holistic, competent nursing care to assigned clients.
- Inform the instructor of learning needs.
- Seek learning experiences and opportunities to practise nursing skills, within appropriate scope of practice.
- Based on clients' needs, you and your instructor will discuss what skills require supervision. These skills may include new skills or those that require supervision to certify competence.
- Modify nursing skills according to agency policies and procedures as required.
- Perform only those nursing skills that are within the student role of the Practical Nurse Program.
- Consult with the instructor when unsure of any aspects of client care.

- Report any significant changes in the client's condition to appropriate staff and your clinical instructor.
- Document pertinent client information according to unit policy and routine.
- Collaborate with members of the health-care team in providing client care.

Performance of Skills

You are expected to adhere to the skill performance standards for the clinical area as outlined in the Practical Nurse Program Handbook.

Documentation of Client Care

At the beginning of the clinical practice course, you may be required to submit a draft of your documentation to your clinical instructor to check before it is entered on the client's record. Documentation of all medications that you have administered is a requirement.

Pre- and Post-Conferences and Nursing Rounds

You are expected to attend all pre- and post-conferences and nursing rounds. A pre-conference is a meeting between the instructor and students at the start of the clinical shift. At this time, you will be able to address questions and concerns, and identify when the instructor will be available to supervise skills or provide assistance with client care. The instructor will check the research sheets, nursing care plans, and organizational plans. The instructor must ensure that you are prepared to provide safe client care.

A post-conference, or nursing rounds, is a meeting of the instructor and the students, usually at the end of the clinical shift. It provides an opportunity to reflect on your practice by reviewing the day's activities, asking questions, discussing concerns, dealing with feelings and accomplishments, discussing progress, identifying and sharing significant learning, reorganizing or clarifying the next day's plans, and/or attending in-service sessions.

Appendix C
ACUTE CARE - MEDICINE
Marking Guide for Teaching Plan Assignment

ASSIGNMENT I: NURSING CARE PLAN: MARKING GUIDE

KEY CONTENT	MARKING GUIDE				
	POINTS:	5	3	1	0
ASSESSMENT OF CLIENT AND CLIENT LEARNING NEEDS					
<ul style="list-style-type: none"> • Used concepts from the metaparadigm to identify the learning needs 	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> • Identified factors and relevant characteristics of the learner that might affect the teaching/learning process and indicated whether or not others need to be included in teaching 	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> • Clearly evident how assessment supports selection of nursing diagnosis 	Excellent	Satisfactory	Minimal	None	
					/15
Comments:					
NURSING DIAGNOSIS (IN TERMS OF LEARNING NEED), GOAL, AND LEARNING OBJECTIVES					
<ul style="list-style-type: none"> • Identified and stated nursing diagnosis 	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> • Clearly formulated goal and identified how client was involved with setting the goal 	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> • Identified 2 learning objectives that indicate how the client will meet the goal 	Excellent	Satisfactory	Minimal	None	
					/15
Comments:					
TEACHING STRATEGIES AND RATIONALE					
<ul style="list-style-type: none"> • Identified relevant teaching strategies 	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> • Included rationale to support teaching strategies 	Excellent	Satisfactory	Minimal	None	
					/10

KEY CONTENT**MARKING GUIDE**

	POINTS:	5	3	1	0
--	----------------	----------	----------	----------	----------

Comments:**EVALUATION AND REFLECTION**

- | | | | | |
|--|-----------|--------------|---------|------|
| • Identified how the learning objectives will determine client learning | Excellent | Satisfactory | Minimal | None |
| • Discussed the strengths and weaknesses of using the teaching plan | Excellent | Satisfactory | Minimal | None |
| • Identified implications for using the teaching plan in future practice | Excellent | Satisfactory | Minimal | None |

/15**Comments:****TOTAL****/55**

Submit this marking guide with the assignment.

APA AND GRAMMAR: MARKING GUIDE

KEY CONTENT	MARKING GUIDE				
	POINTS:	1	0.5	0.25	0
TITLE PAGE					
<ul style="list-style-type: none"> Included: header and page number; running head; date. Remaining items centred: title of paper, student name, college name, course and section number, assignment name and number, instructor name 	Excellent	Satisfactory	Minimal	None	
BODY OF PAPER					
<ul style="list-style-type: none"> Paper organized – header and page number; introduction, body and conclusion; appropriate margins, double-spaced throughout, indent 5 spaces or 1 tab for new paragraphs, correct font – Times New Roman, 12-pt. font. 	Excellent	Satisfactory	Minimal	None	
REFERENCES					
<ul style="list-style-type: none"> Citations in body of paper follow APA format 	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> References, on separate page, follow APA format 	Excellent	Satisfactory	Minimal	None	
GRAMMAR AND SPELLING					
<ul style="list-style-type: none"> Grammar appropriate and words spelled correctly (< 5 errors) 	Excellent	Satisfactory	Minimal	None	
	TOTAL				/5
Comments:					
	GRAND TOTAL (ALL MARKING GUIDES)				/60

Students must achieve at least 60% on this assignment in order to receive a PASS grade.

Submit this marking guide with the assignment.

Appendix D
ACUTE CARE - MEDICINE
Marking Guide for Reflective Practice

Assignment 2: Reflective Practice Marking Guide

Student: _____

Date: _____

Instructor: _____

CRITERIA	SATISFACTORY PERFORMANCE	UNSATISFACTORY PERFORMANCE (REQUIRES FURTHER DEVELOPMENT, EXPLORATION)
Description <ul style="list-style-type: none"> • The event/situation is described, in detail, related to your practice 		
Reflection <ul style="list-style-type: none"> • Identified how you felt during the situation • Discussed actions taken • Reflected on the events leading up to and after the situation 		
Analysis <ul style="list-style-type: none"> • Identified positive and negative aspects • Supported analysis with nursing knowledge • Identified learning outcomes related to the situation/learning • Included comparison to other situations 		
Evaluation <ul style="list-style-type: none"> • Described what you learned from this situation • Discussed application to future practice 		
Presentation <ul style="list-style-type: none"> • Organized, legible • Spelling and grammar appropriate 		

Comments:

Expectations of Students

Knowledge

1. Consistently prepares for client care:
 - a. Client research
 - b. Care plan
 - c. Organizational plan
2. Actively involves the client in the plan of care to promote independence
3. Demonstrates a holistic view of diverse clients by incorporating spiritual, physiological, psychosocial, cultural, and developmental aspects to care
4. Applies knowledge of the nursing metaparadigm in the development of nursing care plans
5. Applies research and evidenced-based care in the practice setting

Nursing Process and Critical Thinking

1. Performs and documents assessments of the client
2. Prioritizes needs of the client
3. Formulates nursing diagnoses from the assessment data
4. Collaborates with client and family to identify SMART goals related to each nursing diagnosis
5. Performs nursing interventions and provides rationale for each nursing intervention professionally, safely, accurately, and in a timely manner
6. Evaluates client's progress towards established goals, and modifies care plan and nursing care appropriately
7. Questions and analyzes data to make sound decisions
8. Adapts to changes in health, client and/or environment

Professionalism

1. Maintains a professional appearance and behaviour
2. Consistently meets attendance, punctuality, and notification requirements
3. Maintains confidentiality
4. Takes accountability and responsibility for actions and decisions
5. Adheres to the following:
 - a. Scope of practice
 - b. Standards of Practice
 - c. CLPNA competencies
 - d. Code of Ethics

- e. Agency policy

Communication

1. Follows verbal and/or written direction
2. Reports pertinent data to appropriate persons following established lines of communication
3. Charts pertinent data sequentially, legibly, accurately, and completely; follows agency policy; uses correct medical terminology
4. Contributes to group discussions and team conferences in a positive manner
5. Utilizes therapeutic communication skills with clients at all stages of the life cycle
6. Accepts and utilizes constructive feedback
7. Takes action to resolve conflicts, using appropriate communication skills
8. Plans, implements, and evaluates client/family teaching based on client needs and learning abilities

Safety

1. Recognizes, reports, and manages situations in which the safety and well-being of client, self, coworkers and others are compromised
2. Verifies and clarifies orders, decisions or actions made by interdisciplinary team members
3. Seeks clarification and assistance as needed

Reflective Practice

1. Identifies and shares learning needs (instructor, preceptor, supervisor, peers)
2. Accesses learning resources applicable to learning needs
3. Implements actions to improve performance
4. Demonstrates reflective practice, verbally and/or in writing

Leadership

1. Demonstrates leadership abilities, including the ability to:
 - a. Problem-solve and take appropriate action
 - b. Delegate when appropriate
 - c. Advocate for the client and profession
 - d. Contribute to the interdisciplinary team
 - e. Influence positive change
2. Demonstrate the attributes of a leader, including
 - a. Competence
 - b. Integrity
 - c. Ethics
 - d. Honesty and respect for others

Appendix F
ACUTE CARE -MEDICE
Marking guide for Nursing Practice Student Evaluation

Nursing Practice Student Evaluation

Student: _____

Clinical Faculty: _____

Site/Facility: _____

From: _____ To: _____

Days Absent: _____

Older Adult Adult Pediatrics

Final Mark _____

Diversity: Gender Ethnicity Chronicity

Performance Ratings:

OP	Outstanding Performance: Consistently, skillfully, and with early and progressive independence is able to meet all objectives
SAT	Satisfactory Performance: With limited guidance is able to meet all clinical objectives
ID	In Development: Applies principles for safe practice, requires further development of skill
UNSAT	Unsatisfactory Performance: Is inconsistent in meeting clinical objectives
N/A	Not Applicable For use when the criteria being assessed is not applicable to the student/situation

EXPECTATIONS	MIDTERM					FINAL				
	OP	SAT	ID	UNSAT	N/A	OP	SAT	ID	UNSAT	N/A
KNOWLEDGE										
• Consistently prepares for client care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Client research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Care plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Organizational plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Actively involves the client in the plan of care to promote independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates a holistic view of diverse clients by incorporating spiritual, physiological, psychosocial, cultural, and developmental aspects to care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Applies knowledge of the nursing metaparadigm in the development of nursing care plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Applies research and evidenced-based care in the practice setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:										

EXPECTATIONS	MIDTERM					FINAL				
	OP	SAT	ID	UNSAT	N/A	OP	SAT	ID	UNSAT	N/A
NURSING PROCESS AND CRITICAL THINKING										
• Performs and documents assessments of the client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Prioritizes needs of the client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Formulates nursing diagnoses from the assessment data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Collaborates with client and family to identify SMART goals related to each nursing diagnosis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Performs nursing interventions and provides rationale for each nursing intervention professionally, safely, accurately, and in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Evaluates client's progress towards established goals, and modifies care plan and nursing care appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Questions and analyzes data to make sound decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Adapts to changes in health, client and/or environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXPECTATIONS	MIDTERM					FINAL				
	OP	SAT	ID	UNSAT	N/A	OP	SAT	ID	UNSAT	N/A
Comments:										
PROFESSIONALISM										
• Maintains a professional appearance and behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Consistently meets attendance, punctuality, and notification requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Takes accountability and responsibility for actions and decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Adheres to the following:										
○ Scope of practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Standards of Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ CLPNA competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Agency policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXPECTATIONS	MIDTERM					FINAL				
	OP	SAT	ID	UNSAT	N/A	OP	SAT	ID	UNSAT	N/A
Comments:										
COMMUNICATION										
• Follows verbal and/or written direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Reports pertinent data to appropriate persons following established lines of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Charts pertinent data sequentially, legibly, accurately, and completely; per agency policy; uses correct medical terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Contributes to group discussions and team conferences in a positive manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Utilizes therapeutic communication skills with clients at all stages of the life cycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Accepts and utilizes constructive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Takes action to resolve conflicts, using appropriate communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Plans, implements, and evaluates client/family teaching based on client needs and learning abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXPECTATIONS	MIDTERM					FINAL				
	OP	SAT	ID	UNSAT	N/A	OP	SAT	ID	UNSAT	N/A
Comments:										
SAFETY										
<ul style="list-style-type: none"> Recognizes, reports, and manages situations in which the safety and well-being of client, self, coworkers, and others are compromised 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Verifies and clarifies orders, decisions or actions made by interdisciplinary team members 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Seeks clarification and assistance as needed 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXPECTATIONS	MIDTERM					FINAL				
	OP	SAT	ID	UNSAT	N/A	OP	SAT	ID	UNSAT	N/A
Comments:										
REFLECTIVE PRACTICE										
• Identifies and shares learning needs (instructor, preceptor, supervisor, peers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Accesses learning resources applicable to learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Implements actions to improve performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates reflective practice, verbally and/or in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:										

EXPECTATIONS	MIDTERM					FINAL				
	OP	SAT	ID	UNSAT	N/A	OP	SAT	ID	UNSAT	N/A
LEADERSHIP										
<ul style="list-style-type: none"> • Demonstrates leadership abilities, including the ability to: <ul style="list-style-type: none"> ○ Problem-solve and take appropriate action ○ Delegate when appropriate ○ Advocate for the client and profession ○ Contribute to the interdisciplinary team ○ Influence positive change 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Demonstrate the attributes of a leader, including: <ul style="list-style-type: none"> ○ Competence ○ Integrity ○ Ethics ○ Honesty and respect for others 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXPECTATIONS	MIDTERM					FINAL				
	OP	SAT	ID	UNSAT	N/A	OP	SAT	ID	UNSAT	N/A
Comments:										