



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

COURSE SYLLABUS

NURSING 310

Community Nursing Practice

January 8, 2018 – April 13, 2018

Nursing 310 is equivalent to Nursing 406 at U of A

**Instructors: Cynthia Fitzpatrick (Group A)
Candi Muise (Group C)
Katie Saporsky (Group B)**

R: December 2017

**NURSING 310
COMMUNITY HEALTH NURSING PRACTICE
COURSE OUTLINE**

CALENDAR STATEMENT

NURS 310 Community Health Nursing Practice ★6 (fi 12) (either term, 0-0). Students will have the opportunity to apply concepts of community health nursing. Nursing practice will include health assessment and interventions with child-bearing families. Students will develop competence in both family and community assessments, the use of therapeutic communication skills, and the planning, implementation, and evaluation of community nursing interventions.

Prerequisites: NURS 206, 207, 115.

Corequisite: NURS 309.

COURSE HOURS

Lecture: 0

Seminar: 0

Clinical: 208

COURSE DESCRIPTION

Students will have the opportunity to apply concepts of community health nursing. Nursing practice will include health assessment and interventions with child-bearing families. Students will develop competence in both family and community assessments, the use of therapeutic communication skills, and the planning, implementation, and evaluation of community nursing interventions.

INSTRUCTOR INFORMATION

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Instructors are available for student consultation in their office. Please contact your instructor or the Nursing Office (780-791-4889) to arrange an appointment.



LEARNING OUTCOMES

LEVELS OF INDEPENDENCE

(Based on the anticipated competencies of a third-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: The instructor tells the student what to do, about what steps to take.

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

Clarification: The 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: The 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

Overarching statements:

Students are responsible to familiarize themselves with *Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2017-2018*. Attention must be given to the competencies that are identified as being relevant to NURS 310.

Students must regularly refer to the document entitled *NEPAB's Condensed Version of CARNA's Entry-to-Practice Competencies for the Registered Nurses Profession (2013)*.

All students must practice in a manner that is consistent with:

- CARNA Entry-to-Practice Competencies for the Registered Nurses Profession (2013)
- CARNA Practice Standards for Regulated Members (2013)
- CNA Code of Ethics for Registered Nurses (2008)

It is an expectation that students bring forward competencies acquired in previous courses and that students provide safe, knowledgeable, ethical nursing care. Students who do not meet this expectation are at risk of failing N310.

In addition to maintaining competency with previous course learning outcomes, upon completion of Nursing 310, the nursing student will be able to:

1. Describe, understand and articulate an understanding of theory related to key patient safety concepts including communication, teamwork, environmental and human factors, safety risks and adverse events disclosure.
 2. Describe, understand and articulate an understanding of theory related to patient centered care and interdisciplinary practice.
 3. Demonstrate, with guidance, the processes of self-directed learning, critical thinking, and group process in context-based learning, in a variety of community and/or acute care settings.
 4. Demonstrate, with minimal assistance, the ability to practice according to the competencies listed for third year, described in the following document: *Graduate Competencies and Year End Outcomes Collaborative BScN Condensed Version*.
 5. Demonstrate, with guidance, competence in the assessment, planning, implementation and evaluation of nursing interventions in the provision of care to clients experiencing alterations in Community health.
 6. Demonstrate, with minimal guidance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing acute and chronic Community health alterations, in a variety of community and/or acute care settings.
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7. Demonstrate, with minimal assistance, the ability to use professional and therapeutic communication skills to collaborate with clients, experiencing chronic or less acute variances in Community health.
8. Demonstrate, with minimal guidance, competence in ability to interact with and develop collaborative partnerships with other members of the health-care team and members of the community.
9. Demonstrate, with guidance, the ability to engage in evidence-based practice.
10. Demonstrate the ability to integrate knowledge into clinical practice.

NURSING PROGRAM POLICIES

Please refer to University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook (2017-2018) for specific 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, Keyano College ID, watch with second hand, penlight, black pen, and stethoscope, bandage scissors.

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. 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.

LATE POLICY FOR 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.

SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE

Accessibility services for students:

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 contact Accessibility Services immediately at 780-791-8934 to establish reasonable accommodations.

ORIENTATION

It is essential that the students attend this orientation. Students are responsible for knowing the orientation schedule. Time and location are on the course timetable.

CLINICAL PRACTICE

In order to pass Nursing 310, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences.

Components of this clinical experience will include:

- Labs as outlined under the 'Lab 'section.
 - A scheduled nursing practice experience in the clinical setting. All Nursing 310 students will rotate through a Community Agencies, Public Health and the Maternal – Child/Pediatric Units.
 - Community Agency – The focus of this experience will be communication, health teaching, and prevention of Community health issues and promotion of Community health and occupational health and safety.
 - Maternal Child Unit– The focus of this experience will be basic nursing care, family, maternal and newborn care, community status assessment, health assessment, communication, medication administration.
 - Public Health Agency – The focus of this experience will be Well-Child Clinic participation, adult clinic teaching, Healthy Beginnings home visitation participation, school exposure, outlying communities exposure, and other opportunities as they become available. Under no circumstance shall any immunizations be prepared or administered by the nursing student in this clinical placement.
 - Clinical rotations may include eight and twelve hour day shifts each week (may include weekends) and client review will take place on the day prior to the scheduled shift (for maternal child only). Please see timetable for dates and times.
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1. Client review will prepare the student to provide safe, knowledgeable, ethical care and is essential to successful completion of this course.
2. Complete review on assigned client(s) to include 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 client information/assessment and nursing care plan on each successive day with the client. Plan of Care for clients are to be submitted to the instructor for review following pre-conferences.
3. Perform initial and ongoing assessments on all assigned clients.
4. Document client care in a draft form for review by the instructor prior to documenting in the client's chart.

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

- The student will contact their assigned unit;
- The student will contact The Nursing Office at 780-791-4889 and leave a message;
- The individual instructor will advise students on instructor contact preference;
- The instructor may advise the student to contact the Keyano College Nurse at 780-791-4808.

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

If the student is absent from the clinical setting for other reasons:

- The student will contact their assigned unit;
- The student will contact the Nursing Office at 780-791-4889 and leave a message;
- The individual instructor will advise students on instructor contact preference prior to clinical start time.

LABS

It is the requirement that the knowledge and skills obtained from all previous nursing courses, fixed resources and labs will be incorporated into your Nursing 310 clinical rotation. It is required that you read all the material and review applicable power points, documents, videos, etc prior to lab; lab time is reserved for skill demonstration. Please see timetable for dates and times.

Labs are specified in the Nursing 309 syllabus.

OVERVIEW OF COURSE EVALUATION

In order to pass Nursing 310, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences and assignments.

Students must receive a grade of 60% to pass Nursing 310. As well, students must receive an Expected/Satisfactory rating in each of the ten (10) categories on the ENP. (see Appendix D for more detail).

METHOD OF EVALUATION	DATES	PERCENTAGE OF FINAL GRADE
Medication Administration Safety Screen Exam (MASS) – Pass/Fail See Timetable for date/time		
MASS Exam	See timetable	Pass/Fail
Community Health Promotion Brochure	See timetable	30%
Evaluation of Nursing Practice	See timetable	70%
TOTAL		100%

MEDICATION ADMINISTRATION SAFETY SCREEN (MASS)

Students are expected to read Chapters 1 to 7, 12 and 13 from the following text:

Predham, B & Buchholz, S. (2010). *Henke's med-math: First Canadian edition*. Philadelphia, PA: Lippincott.

Completed questions from these chapters are to be handed in on **Monday, January 8, 2018 by noon at the latest**. In addition, please review chapters 1 through 7, 12 and 13 in preparation for MASS exam.

The MASS Exam is scheduled in the timetable. Students may use a basic calculator in the exam. The pass mark is 90%. This exam will not be eligible for accommodations. Refer to course

timetable for location. Any required changes in time/room number will be communicated on Moodle.

This examination will provide an opportunity for students to demonstrate proficiency in calculating accurate medication dosage. The exam content will include medication preparation, administration protocols, and dosage calculations appropriate to the course, including calculations required to administer oral, subcutaneous and intra-muscular medications, and calculation of IV flow rates.

Students who are unsuccessful will be given the opportunity to write one supplemental exam, which must be completed within one week. If necessary, the student and the instructor will schedule the MASS re-write at a mutually agreed time within a minimum of one day and a maximum of one week.

Medication administration in clinical practice will not commence until successful completion of the supplemental MASS exam.

Students who are unsuccessful in the supplemental exam will be required to withdraw from Nursing 310.

COMMUNITY HEALTH PROMOTION BROCHURE

Community Health Promotion Brochure – 30% Due by noon on Friday, February 9, 2018

Students will create a brochure on a health promotion topic and create an annotated bibliography selected from the options below:

- Healthy eating and pregnancy
- Healthy eating and exercise for the adolescent
- Stress and coping in adolescent population
- Handwashing in school aged population: grades 4-6
- Benefits of breastfeeding for mom and infant dyad
- Back to sleep: Best sleep practices for the infant
- Healthy eating tips for toddlers
- A safe return to physical activity for mothers following caesarean and vaginal births

The annotated bibliography is to include no more than four references. It is to be APA formatted. Students will incorporate both theoretical and research articles to support their chosen health promotion topic. Health literacy must be considered in the development of the health promotion brochure.

The brochure must be printed and submitted to instructor in an envelope. Include the printed theoretical and research articles at time of submission of brochure. Include marking guide.

Follow the Nursing 310 Brochure Assignment Marking Guide– Appendix C

MATERNAL & NEWBORN ASSESSMENT

During the Maternal Child portion of the clinical experience the student will demonstrate a head to toe assessment of a maternity and newborn client. This will include information learned in the lab and the student is expected to identify normal and abnormal findings. The student will then document the assessment in a narrative charting style and submit this document to the instructor. This will be done without the use of any resources or references. Use of guides or consultation with colleagues or co-assigns will constitute cheating and will be reflected in the ENP.

EVALUATION OF NURSING PRACTICE

Students' practice performance will be evaluated according to the criteria outlined in the Evaluation of Nursing Practice (ENP) (**Appendix A**).

- This will be accomplished through observation, assessment, and evaluation of the student during nursing practice. Evaluations will be completed by the instructor and may be supplemented with input from peers, staff, clients, and other nursing faculty.
- Additionally, preparation and safe clinical knowledge will be assessed through nursing plan of care, as well as through the application of the nursing process (i.e., nursing diagnosis, goals, interventions, and evaluation of client care).
- Students are expected to be prepared for each clinical day by researching procedures, medical conditions, and medications prior to providing client care. Required psychomotor skills may also need to be reviewed prior to the clinical experience.
- Students should be prepared to discuss their client plan of care (including the client priority needs, nursing diagnoses, goals, interventions, medications, client teaching plan) with the instructor during pre-conference and during clinical time.

If a student is not adequately prepared for clinical to deliver safe, knowledgeable, and ethical care to assigned client(s), the instructor may request that the student leave the unit. Being adequately prepared also includes having a plan of care that encompasses the delivery of safe care to assigned client(s).

Students are expected to pass all components of the ENP in order to pass the course. If you do not pass all criteria on the ENP, it constitutes a clinical failure, as the student has then shown unsafe, unprofessional, or unethical nursing practice.

Students who demonstrate unsatisfactory clinical performance, indicative of clinical failure, will be informed immediately by the instructor. To facilitate progress for the student with unsatisfactory performance, a remedial plan will be developed by the instructor with input by the student within 24 hours after being advised of unsatisfactory performance. Students who do not meet the required learning outcomes will receive a failing course grade. Students placed on a remedial plan are not eligible to withdraw from a clinical course.

The evaluation of students in clinical courses will be achieved through the use of the following three elements:

- Evaluation of Nursing Practice (ENP)
- Grade Descriptors
- Levels of Independence

Written reflection will be required as part of the weekly reflection and final ENP. Additional written reflection may be required by individual instructors based on student progress.

Weekly Reflection/Journaling:

Weekly clinical reflection will occur at the end of each week of clinical experience. The student will submit an e-mail copy to their instructor no later than 0800 hours on Saturday of each clinical week. Your instructor will advise if a hard copy of your reflection is also required each week.

Critical Self Reflection

Identifying critical incidents as a student in nursing education facilitates the integration of theory and practice and can assist the student to foster reflective practice, along with personal and professional development. Instructors will evaluate how students have shown reflective practice by asking questions during pre-conferences, throughout the clinical shifts, during post-conferences, student weekly reflection, and final evaluations.

Students are highly encouraged to critically reflect on their nursing practice throughout the course. Confidentiality must be maintained when describing a clinical incident.

Please see the Reflective Resources section posted to Moodle for additional assistance.

Recommended guidelines for Critical Self-Reflection (also known as Reflective Journaling):

- Describe in detail significant experiences that you had during your week. Include thoughts, feelings, and perceptions.
- Reflect on the experiences. Describe why this experience was important to you, and what factors (assessment, previously learned experiences, values, beliefs, stereotypes or biases) influenced yours/someone's else's decisions/actions/feelings.
- Evaluate your strengths and areas needing improvement in this situation. What were the strengths and areas for improvement for the other health care professionals involved? Explain why you think these were areas of strength or areas needing development. How the client/family is ultimately affected?
- Describe your significant learning. How does this impact your nursing practice? Describe what you would do differently/investigate/maintain if a similar incident should occur in the future. Describe what you would teach someone else (e.g., peer) about this incident in order to improve nursing practice.
- Critical self-reflection should include evidence from the literature.

Students will reflect on strengths and opportunities for improvement and be prepared to discuss them. The focus of the reflective journaling will be reflection on practice and not assessment of grades.

Being unprepared for weekly reflection will be detailed in the ENP. It is the student's responsibility to submit the weekly reflection by specified due dates.

Final Written Evaluations:

Final evaluations will be scheduled and occur after the last scheduled shift (see Timetable) in the instructor's office. Appointment times will be allotted by the instructor. A final written summative evaluation will be completed by the student and the instructor based on the Evaluation of Nursing Practice (ENP) (**Appendix A**).

Students must complete a Self-Evaluation using the ENP form. Completion of ENP form includes:

- a. Completion of each of the 10 sections of the ENP with examples of how the student met the criteria in each section, as well as the course learning outcomes. Critical self-reflection, using the Guidelines for Critical Self-Reflection outlined on the previous page, should be used to support your examples.
- b. Identification of the grade the student feels they should receive for the course. Students must provide rationale related to the grade that is expected.

Students must come prepared with all of the above or will be required to rebook an appointment with the Instructor.

Please submit to your Instructor, via e-mail and hard copy, the completed ENP on the date specified on the Timetable.

PLEASE NOTE: Students are to complete an on-line course evaluation for Nursing 310, which can be accessed through Moodle or the following link:

<http://www.surveyfeedback.ca/surveys/wsb.dll/s/1g93a>

Student feedback is important to ensure continued provision of high quality education in the baccalaureate program.

CODE OF ETHICS

Canadian Nurses Association (CNA), Code of Ethics for Registered Nurses (2008) guides nursing practice and must be reflected in all components of Nursing 310 and evidenced in the Evaluation of Nursing Practice (ENP). Refer to Keyano College Student Handbook Nursing Program Policies 2017-2018) or access in the following link:

<http://www.cna-aiic.ca/~media/cna/page-content/pdf-fr/code-of-ethics-for-registered-nurses.pdf?la=en>

College and Association of Registered Nurses of Alberta (CARNA), Entry to Practice Competencies for the Registered Nurses Profession (2013). Refer to Keyano College Student Handbook Nursing Program Policies (2017-2018) or access in the following link:

http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/RN_EntryPracticeCompetencies_May2013.pdf

STUDENT CODE OF CONDUCT

Please refer to the Student Handbook and review the Student Code of Conduct Policy (Policy 110.0), Student 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 behavior.

REQUIRED TEXTS AND RESOURCES

All previously required Collaborative BScN Program textbooks will be used during this course, including all books purchased for Year 3.

MOODLE AND EMAIL

It is the students' responsibility to ensure that they check Moodle courses at minimum of twice daily, once in morning and evening. It is recommended to check Moodle more frequently. It is the students' responsibility to ensure thorough review of all resources and content on the Moodle course site. The instructors have placed many resources and documents to ensure the students' success in each course.

Instructors will communicate with the student group by announcements in the news forum on Moodle. Please ensure that you check this at least twice daily.

It is the students' responsibility to check their Keyano College email at minimum of twice daily, once in morning and again in evening. It is recommended to check email more frequently. Please note that the method to contact your instructor is email. Please allow a 48 hour minimum response time from your instructor on business days. Instructors will not be checking emails on evenings and weekends/holidays. Do not text or call your instructor unless you will be absent for clinical that day; inquiries related to assignments and course content will be sent in an email to your instructor.

Appendix A

Nursing 310 Evaluation of Nursing Practice – 2018

Student: _____	Clinical Faculty: _____
ID: _____	Section #: _____
Placement: _____	Posting Dates: _____
Health Centre _____	From: _____ To: _____
Days Absent/Sick: _____	Provided student with copy of evaluation: Yes <input type="checkbox"/> No <input type="checkbox"/>
	Final mark: _____ /40

**Student's overall performance will be assessed in each of the categories from Graduate Competencies and Year-End Outcomes Condensed Version 2017-18.*

	Excellent (4):	Student meets the objectives at a "Level of Independence" greater than identified on the ENP, all of the time.
PASS	Very Good (3.5):	Student meets the objectives at a "Level of Independence" greater than identified on the ENP, majority of the time.
	Good (3.0):	Student meets the objectives at a "Level of Independence" greater than identified on the ENP some of the time.
	Satisfactory (2.5):	Student meets the objectives at a "Level of Independence" required on the ENP.
FAIL	Unsatisfactory (<2.5)	Student fails to meet the objectives at a "Level of Independence" required on the ENP.

Note:

- Refer to the *Graduate Competencies and Year-End Outcomes Condensed Version 2017-18. All courses contribute to the acquisition of each competence. All students are responsible for integrating all knowledge and skills covered in previous and concurrent coursework.*
- If a section is grayed out, it indicates that a competency partially applies in this particular clinical course.

LEVEL OF INDEPENDENCE (There is an expected progression within a course and between levels).

The following levels of independence will be utilized (unless otherwise indicated):

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

Definition of terms:

Direction: faculty tells student what to do, about steps to take

Information: faculty tells student specifics about a concept, topic

Clarification: faculty, through questioning and feedback assists the student to state their information in a different and clear way, often with more details. Student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base
Prompting: faculty provides student with a cue the answer is incomplete and how to resolve the lack of information. Prompting is generally used to add breadth or depth.

Confirmation: faculty provides positive feedback for correct information and direction provided by the student
Consultation: student provides faculty with information and/or direction and asks specific questions about the information.
Occasional: indicates that input is provided by faculty now and then.

UNIVERSITY OF ALBERTA - FACULTY OF NURSING
NURS 310 Evaluation of Nursing Practice

Student is to complete ENP and send to faculty electronically through Keyano email. Detailed and insightful examples required in all sections. Faculty documentation with specific examples are required if faculty disagrees.

RELATED COURSE OBJECTIVE:

Demonstrate the ability to practice in accordance with NURS 310 competencies as described in the document entitled: Graduate Competencies and Year-End Outcomes Condensed Version 2017-18.

1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY						Final Mark
RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)	Student's examples	
	Levels of independence (beginning of term → end of term): <u>With guidance → with minimal guidance</u>	MT	F	MT	F	
1.3.1	➤ Independently represents self by first and last name and professional designation to clients and the health care team, and by professional attire.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	—/4
1.3	➤ <u>(Professional Qualities and Attributes) Demonstrates attributes of: accountability and responsibility, consistent punctuality, beginning confidence and self-awareness, a professional presence, initiative, collaboration with the care team and significance of professional activities.</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

2.3	<p>➤ (Critical thinking and problem solving) Demonstrates skills and judgments in critical thinking re: new knowledge, the organization of workload and time management.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
3.3	<p>➤ (Professional accountability and responsibility for safe practice) Understands, promotes, and enacts all aspects of safe practice for self, clients and others, including awareness of individual competence within the legislated scope of practice and professional responsibility to take action on recognized unsafe health care practices and workplace safety risks.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
4.3	<p>➤ (Promoting excellent and healthy workplaces) Promotes a healthy culturally safe practice environment, including the use of basic conflict resolution strategies and the critical assessment, application, evaluation and improvement of protocols, policies and procedures.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Faculty's comments		MT: _____							
		F: _____							
2. KNOWLEDGE-BASED PRACTICE									
A. Specialized Body of Knowledge									
Has knowledge from nursing and other sciences, humanities, research, ethics, spirituality, relational practice, and critical inquiry.									
RC	Objective	Student Objectives Met (Yes/No)	Faculty Assessment (Yes/No)	Student's examples					Final Mark
									_ / 4

	Levels of independence (beginning of term → end of term): <u>With guidance</u> → <u>with minimal guidance</u>	MT	F	MT	F	MT	F
<p>5.3</p> <p>➤ <u>Demonstrates knowledge in current and emerging health care issues and challenges, including relevant related knowledge of: workplace health and safety, community development and population health, global and community health and safety, primary care, determinants of health, health disparities and inequities and population health.</u></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>6.3</p> <p>➤ <u>Demonstrates knowledge in current population and health care research, nursing and health informatics and information communication technology.</u></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>7.3</p> <p>➤ <u>With minimal guidance, has a knowledge base about human growth and development, population health, and determinants of health.</u></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>8.3</p> <p>➤ <u>Demonstrates knowledge in health sciences: physiology, pathology, pharmacology, epidemiology, genetics, and immunology.</u></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>9.3</p> <p>➤ <u>Demonstrates knowledge in nursing science, social sciences and humanities, including theoretical and practical knowledge of relational practices foundational to nursing care and the contribution of registered</u></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

	nurse practice to the achievement of positive health outcomes.								
10.3	➤ <u>Accesses, critiques and uses research in care with colleagues; collaborates and participates in knowledge development to support current, competent, safe care and practice.</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____	
	Faculty's comments	MT: _____ F: _____							
3. KNOWLEDGE - BASED PRACTICE									
B. Competent Application of Knowledge									
Demonstrates competence in the provision of nursing care. The competency statements in this section are grouped into four areas about the provision of nursing care (Ongoing comprehensive assessment; health care planning; providing nursing care, and; evaluation). The provision of nursing care is an iterative process of critical inquiry and is not linear in nature. 1: Ongoing Comprehensive Assessment - Incorporates critical inquiry and relational practice to conduct a comprehensive client-focused assessment that emphasizes client input and the determinants of health.									
RC	Objective	Student Objectives Met (Yes/No)	Faculty Assessment (Yes/No)	Student Objectives Met (Yes/No)	Faculty Assessment (Yes/No)	Student Objectives Met (Yes/No)	Faculty Assessment (Yes/No)	Student's examples	Final Mark
	Levels of independence (beginning of term → end of term): <u>With guidance → with minimal guidance</u>	MT	MT	F	MT	F	F	_____	____/4
11.3	➤ <u>(Client engagement) Reduces effect of positional power and personal bias while actively engaging the client in holistic, capacity-based assessment and goal setting.</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____	
12.3	➤ <u>(Critical Thinking) Uses anticipatory planning, analyzes and interprets data and collaborates with the health team during ongoing assessment of the client's actual and potential health status and identification of their needs, capacities and goals.</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____	

13.3	➤ <u>(Tools and techniques)</u> Uses appropriate, comprehensive assessment tools and information and communication technologies to assess clients and support information synthesis, complying with evidence-informed practice, agency policies and protocols and completing assessments in a timely manner.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Faculty's comments		MT: _____		F: _____		
4. KNOWLEDGE-BASED PRACTICE B. Competent Application of Knowledge <u>Area 2: Health care planning: within the context of critical inquiry and relational practice, plans nursing care appropriate for clients which integrates knowledge from nursing, health sciences and other related disciplines, as well as knowledge from practice experiences, clients' knowledge and preferences, and factors within the health care setting.</u>						
RC	Objective	Student Objectives Met (Yes/No)	Faculty Assessment (Yes/No)	Student's examples	Final Mark ____/4	
14.3	Levels of independence (beginning of term → end of term): With guidance → with minimal guidance ➤ <u>(Client Engagement)</u> Minimizes positional power and promotes client ownership by involving clients in identifying and outcomes of care, exploring care alternatives and accessing appropriate resources.	MT <input type="checkbox"/> Yes <input type="checkbox"/> No	F <input type="checkbox"/> Yes <input type="checkbox"/> No	_____		
15.3	➤ <u>(Anticipatory planning skills)</u> Uses	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____		

	<p>critical inquiry and principles of primary health care to initiate appropriate planning for clients' anticipated health problems, client and staff safety concerns and the need for consultation with the client and team to promote continuity of care and manage complex problems.</p>														
	<p>Faculty's comments</p>	<p>MT: _____</p>	<p>F: _____</p>										<p>Final Mark</p>		
<p>5. KNOWLEDGE-BASED PRACTICE</p> <p>Area 3: Providing Registered Nursing Care: provides client-centred care in situations related to:</p> <ul style="list-style-type: none"> health promotion, prevention and population health; maternal/child health; altered health status including acute and chronic physical and mental health conditions and rehabilitative care; palliative care and end-of-life care. 													<p>Final Mark</p>		
<p>RC</p>	<p>Objective</p>	<p>Student Objectives Met (Yes/No)</p>	<p>Faculty Assessment (Yes/No)</p>	<p>Student's examples</p>								<p>_____/4</p>			
<p>16.3</p>	<p>Levels of independence (beginning of term → end of term): With guidance → with minimal guidance</p> <p>➤ (Safety) Applies bio-hazard and safety principles to all aspects of preventive, supportive, diagnostic, therapeutic procedures and care.</p>	<p>MT <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>F <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>MT <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>F <input type="checkbox"/> Yes <input type="checkbox"/> No</p>										
<p>17.3</p>	<p>➤ (Prevention) Incorporates principles of population health and engages prevention strategies when providing client care and promoting the health and safety of clients, groups, self and others.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>										
<p>18.3</p>	<p>➤ (Evidence-Informed Care) Incorporates knowledge of current</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>										

	theory, best practice clinical guidelines, and research in carrying out decisions and implementing care across the lifespan.								
19.3	<p>> <u>(Supportive client-centered care)</u> <u>Provides culturally safe, competent, client-centered care (during acute, chronic or palliative health challenges) that is supportive of and attends to client: development and role transition, decisions re health outcomes, informed choices re care, and the use of learning plans and strategies for promoting optimal health by accessing and building upon capacities and available resources.</u></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	—
20.3	<p>> <u>(Organization, skill and clinical judgment) Recognizes, seeks help and assist in rapidly changing, unstable client situations. (if applicable)</u></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	—
21.3	<p>> <u>(Organization, skill and clinical judgment) Prioritizes and provide timely care and consult as necessary in complex and rapidly changing client situation. (if applicable)</u></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	—
22.3	<p>> <u>(Organization, skill and clinical judgment) Provides knowledgeable, competent assistance to clients throughout all phases of diagnostic procedures and treatment processes.</u></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	—
	Faculty's comments	MT: _____ F: _____							

6. KNOWLEDGE - BASED PRACTICE									Final Mark
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B: Competent Application of Knowledge

Area 4: Evaluation of client care: Monitors the effectiveness of client care to inform future care planning.

RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples	
		MT	F	MT	F		/4
23.3	Levels of independence (beginning of term → end of term): <u>With guidance → with minimal guidance</u> ➤ (Evaluation) In consultation with the client and health team, engages in timely, critical monitoring of the client's care outcomes, verifying client knowledge and skills, modifying and individualizing care as required.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____	
24.3	➤ (Documentation) Provides concise, accurate, timely verbal and written reports and documentation of care.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____	
	Faculty's comments	MT: _____		F: _____			

7. ETHICAL PRACTICE

Demonstrates competence in professional judgment and practice decisions guided by the values and ethical responsibilities in the CNA Code of Ethics for Registered Nurses (2017), and the CARNA document Ethical Decision-making for Registered Nurses in Alberta: Guidelines and Recommendations (2010). Engages in a critical inquiry to inform clinical decision-making and establishes therapeutic, caring, and culturally safe relationships with clients and health-care team.

RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples	Final Mark
		MT	F	MT	F		/4
25.3	Levels of independence (beginning of term → end of term): <u>With guidance → with minimal guidance</u> ➤ (Ethical competence) Promotes a safe, ethical, caring environment for clients and colleagues characterized by: self-awareness, understanding of appropriate boundaries, competent	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____	

	relational practices and ability to use principled ethical reasoning.								
26.3	➤ (Knowledgeable ethical practice) Practices according to the CNA Code of Ethics including care for all persons, inclusive of culture and religious beliefs and based on knowledge and understanding of: ethical responsibilities and legal obligations, informed consent, client autonomy, advocacy privacy, confidentiality and security.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	Faculty's comments	MT: _____ F: _____							
8. SERVICE TO PUBLIC									
Demonstrate an understanding of the concept of public protection and the duty to provide nursing care in the best interests of the public.									
RC	Objective	Student Objectives Met (Yes/No)	Faculty Assessment (Yes/No)	Student's examples		Final Mark			
27.3	➤ (Team Work) Demonstrates leadership in coordination of health care, promotion of interprofessional collaboration, team communication and development, including knowledge of the scope of practice of members within the team to facilitate continuity of care.	MT <input type="checkbox"/> Yes <input type="checkbox"/> No	MT <input type="checkbox"/> Yes <input type="checkbox"/> No	F <input type="checkbox"/> Yes <input type="checkbox"/> No		F <input type="checkbox"/> Yes <input type="checkbox"/> No			
28.3	➤ (Knowledge of systems and change) Uses knowledge of all levels of the health care system to: assess and improve organizational culture, enhance the quality of professional	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No			

	trust by <u>assessing and maintaining competence and fitness to practice.</u>							
	Faculty's comments	<u>MT:</u> _____ <u>F:</u> _____						
10. INQUIRY LEARNING								
Demonstrate competency with the application of the elements of inquiry learning in theory, fixed resources, laboratory and clinical experiences.								
RC	Objective	Student Objectives Met (Yes/No)	Faculty Assessment (Yes/No)	Student's examples	Final Mark			
		MT	MT					
	Levels of independence (beginning of term → end of term): <u>With guidance → with minimal guidance</u>	F	F					
33.3	➤ <u>Demonstrates competency with the application of the elements of inquiry learning in class, fixed resources, laboratory and clinical experiences.</u> <u>All provided feedback readily accepted and utilized.</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No				
34.3	➤ <u>Demonstrates the ability to deal with ambiguity and diversity.</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No				
35.3	➤ <u>With minimal guidance, establishes and maintains respectful, collaborative, and professional relationships.</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No				
36.3	➤ <u>With minimal guidance uses scholarly writing skills to analyze and synthesize knowledge from nursing and other related disciplines evident in all written components such as concept maps, care plans, reflections, and assignments.</u>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No				
	Faculty's comments	<u>MT:</u> _____ <u>F:</u> _____						

Midterm further comments/recommendations for growth:

Student's comments and recommendations:

Faculty's comments and recommendations:

Student (PRINT NAME): _____

Student (SIGNATURE): _____ Date: _____

Clinical Faculty (PRINT NAME): _____

Clinical Faculty (SIGNATURE): _____ Date: _____



Nursing 310 Evaluation of Nursing Practice - FINAL RECOMMENDATIONS

Student: _____ ID: _____	Clinical Faculty: _____ Section #: _____
Placement: _____	Posting Dates: _____
Health Centre: _____	Days Absent/Sick: _____
Electronic copy to student Yes <input type="checkbox"/> No <input type="checkbox"/>	

Final recommendations to support student development in further clinical courses (specific to the student's clinical practice):

Student Recommendations: _____

Faculty's recommendations: _____

Student is to share and discuss these recommendations with their next clinical faculty.

Student (PRINT NAME): _____

Student (SIGNATURE): _____ **Date:** _____

Please Note: Student signature on this document denotes that the student has read the evaluation. It does not mean that the student necessarily agrees with all of its content.

Clinical Faculty (PRINT NAME): _____

Clinical Faculty (SIGNATURE): _____ **Date:** _____

Please Note: This information is collected for the purpose of appraising student performances; assigning a course mark; and monitoring student progress under the authority of Section 33 (c) of the *Alberta Freedom of Information and Protection of Privacy Act* and will be protected under Part 2 of that Act. For further information, please contact the Associate Dean Undergraduate Programs in the Faculty of Nursing.



Appendix B
Keyano College Percentage – Alpha Grading System

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

Appendix C

NURSING 310 BROCHURE ASSIGNMENT MARKING GUIDE

Student Name: _____

<u>Category</u>	<u>Evaluation Criteria</u>	<u>Weighting (%)</u>	<u>Mark</u>
<u>Layout and Design</u>	<ul style="list-style-type: none"> -Appropriate font sizes -14 points or greater -All uppercase letters are not used -White space used to minimize content of text -Color used well -Dark type is used on white or light background -Creative and visually appealing to read -Looks professional and eye-catching 	<u>10</u>	
<u>Content</u>	<ul style="list-style-type: none"> -Brochure demonstrates understanding of the topic -Create brochure as if reader has no prior knowledge of subject matter -All criteria is addressed -Information is current and accurate -Well organized content -Clear and easily understood by reader -Technical terms or acronyms identified -Contains no unnecessary information -Promotes reader taking an active role -Categories within topic indicated -No grammar or spelling errors -Use numbers for in-text referencing -No reference required for images 	<u>15</u>	
<u>Format</u>	<ul style="list-style-type: none"> -Sequencing of information is appropriate -Headings used -Main points stand out clearly -Sentences are ten words or less -Paragraphs are short and simple (4 to 5 sentences) -Information listed when possible -Organization of categories logical -Maintains interest and attention 	<u>10</u>	

	<ul style="list-style-type: none"> -Overall appearance is appealing -Tone is positive and friendly -Pamphlet speaks directly to reader 		
<u>Graphics</u>	<ul style="list-style-type: none"> -Appropriate and enhance the topic -Graphics are easy to understand and promote the text -Attract and maintain interest; creative and makes the messages come alive -Images/graphics are clear and readable 	<u>10</u>	
<u>Written submission as per APA</u>	<ul style="list-style-type: none"> -Demonstrates an understanding of topic -Appropriate APA formatting -Information is current and accurate -All sources of information are clearly identified and credited using APA citations -Maximum 4 journal articles 	<u>15</u>	
<u>Annotated Bibliography</u>	<ul style="list-style-type: none"> -Aligns with topic -Concise summary -Explanation of Relevance -Peer reviewed -Primary sources -Correct APA -Articles submitted 	<u>40</u>	

Final Mark: _____

Instructor Comments:

Student Course Agreement

I, _____, agree that I have read the syllabus in detail. I agree that I understand the contents of the syllabus, and if I did not, I have asked my instructor for clarification immediately. I agree to all terms of the syllabus and I agree to adhere to all terms aforementioned. Should the above conditions not be met I understand that this will be reflected in my Evaluation of Nursing Practice and may affect my success in the course.

Date: _____

Print name: _____

Signature: _____

Instructor signature: _____

