



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

**COURSE SYLLABUS**

**NURSING 406**

*Community Nursing Practice*

**January 7- April 12, 2019**

**Nursing 406 is equivalent to Nursing 406 at U of A**

**Instructors:**

**A: Holly Lejeune**

**B: Maddie Edgecombe**

**C: Holly Lejeune (Maternity/PH); Nadine Rimmer (PH/Community)**

**D: Maddie Edgecombe**

**NURSING 406  
COMMUNITY HEALTH NURSING PRACTICE  
COURSE OUTLINE**

**CALENDAR STATEMENT**

**NURS 406 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 (201), 207 (202), 115.

Corequisite: NURS 405.

**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.

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## 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.

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## LEARNING OUTCOMES

Overarching statements:

Students are responsible to familiarize themselves *with Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2018-2019*. Attention must be given to the competencies that are identified as being relevant to NURS 406.

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 (2017)

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 N406.

**In addition to maintaining competency with previous course learning outcomes, upon completion of Nursing 406, 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 (2018-2019) 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.

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If the student does not submit an assignment by course end date and/or final exam date, a zero will be given for that assignment.

Students MUST submit all assignments in order to pass the course. If an assignment is not submitted before aforementioned deadlines, the student will receive a failing grade of an F in the course.

## **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 406, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences.**

**If a student fails any part of the ENP, the student will receive an F for the entire course, regardless of marks received on assignments.**

Components of this clinical experience will include:

- A scheduled nursing practice experience in the clinical setting. All Nursing 406 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/Pediatrics Unit– The focus of this experience will be basic nursing care, family, maternal and newborn care, pediatric 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
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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.
  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 assessment under direct supervision of instructor or co-assign 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.

### **Absence from Clinical:**

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.

If a student misses a significant amount of clinical hours, the student will be placed on a remedial plan to help ensure student success in Nursing 406.

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## 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 406 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 405 syllabus.

## OVERVIEW OF COURSE EVALUATION

In order to pass Nursing 406, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences and assignments.

*Students must receive a pass Nursing 406 ENP to pass the course. 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).*

<b>METHOD OF EVALUATION</b>	<b>DATES</b>	<b>PERCENTAGE OF FINAL GRADE</b>
MASS Exam	See timetable	Pass/Fail
Community Health Promotion Brochure	See timetable	40%
Maternity Worksheets	See timetable	20%
Community Public Health Worksheets	See timetable	10%
Public Health Concept Maps and Care Plans	See timetable	30%
Evaluation of Nursing Practice	See timetable	Pass/Fail

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## 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 7th by 0900 hours 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 406 receiving a grade of D for the course.

## COMMUNITY HEALTH PROMOTION BROCHURE

**Community Health Promotion Brochure – 40%**

**Due: See Timetable**

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
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- 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 four current research journal articles. Articles must follow APA and nursing standards, must be Canadian, peer-reviewed, current and relevant to selected topic. It is to be APA formatted. Students will incorporate research articles to support their chosen health promotion topic. Health literacy must be considered in the development of the health promotion brochure.

Websites do **NOT** count as journal articles. Journal articles **MUST** be printed and submitted with assignment.

## **MATERNITY AND COMMUNITY PUBLIC HEALTH WORKSHEETS**

### **Take Home Exams:**

**1) Maternity Worksheets 20%**

**2) Community Public Health Worksheets 10%**

**Due: See Timetable**

Students will independently complete and submit worksheets on due dates as indicated on Time Table.

## **MATERNAL & NEWBORN ASSESSMENT**

During the Maternal Child portion of the clinical experience the student will competently demonstrate a head to toe assessment of a post-partum maternity and a newborn client. This will include information learned in the lab. The student is expected to identify and explain 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).
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- 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.

**If a student fails any part of the ENP, the student will receive an F for the entire course, regardless of marks received on assignments.**

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## **Weekly Reflection/Journaling: Part of ENP**

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. Should a reflection not meet criteria of Senior 1 Level 3, as detailed below, it will be returned to the student for remediation of the reflection. This will occur once.

### **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.\*

### **Guidelines for Critical Self-Reflection** (also known as Reflective Journaling):

- Describe in detail significant experiences (all of them) 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 will 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. Being unprepared means either the student did not submit the reflection by the specified time or the submitted reflection does not follow above guidelines expected for a senior 1 level 3 student. It is the student's responsibility to submit the weekly reflection by specified due dates. The instructor will not continually remind the student of due dates.

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## **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. Students should also include areas where improvements are required in clinical practice; this demonstrates insight into own clinical practice.
- 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 406, which can be accessed through Moodle or the following link:

<https://www.surveymonkey.ca/r/NursingStudentEvaluationofCourse>

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 (2017) guides nursing practice and must be reflected in all components of Nursing 406 and evidenced in the Evaluation of Nursing Practice (ENP). Refer to Keyano College Student Handbook Nursing Program Policies 2018-2019) or access in the following link:

<https://www.cna-aicc.ca/-/media/cna/page-content/pdf-en/code-of-ethics-2017-edition-secure-interactive.pdf>

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 (2018-2019) or access in the following link:

[http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/RN\\_EntryPracticeCompetencies\\_May2013.pdf](http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/RN_EntryPracticeCompetencies_May2013.pdf)

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## 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.

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## Appendix A

### Nursing 406 Evaluation of Nursing Practice – 2018/19

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

*\*Student's overall performance will be assessed in each of the categories from Graduate Competencies and Year-End Outcomes Condensed Version 2018-2019.*

<b><i>PASS</i></b>	<b><u>Excellent :</u></b>	Student meets the objectives at a “Level of Independence” greater than identified on the ENP, all of the time.
	<b><u>Very Good:</u></b>	Student meets the objectives at a “Level of Independence” greater than identified on the ENP, majority of the time.
	<b><u>Good:</u></b>	Student meets the objectives at a “Level of Independence” greater than identified on the ENP some of the time.
	<b><u>Satisfactory:</u></b>	Student meets the objectives at a “Level of Independence” required on the ENP.
<b><i>FAIL</i></b>	<b><u>Unsatisfactory:</u></b>	Student fails to meets the objectives at a “Level of Independence” required on the ENP.

**Note:**

- Refer to the *Graduate Competencies and Year-End Outcomes Condensed Version 2018-2019*. 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):

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

**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.

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**UNIVERSITY OF ALBERTA - FACULTY OF NURSING**  
**NURS 406 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 406 competencies as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2018-19.*

<b>1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY</b>						<b>Final Mark</b>	
<u>Demonstrates professional conduct and that the primary duty is to the client to ensure safe, competent, compassionate, ethical care.</u>							
<b>RC</b>	<b>Objective</b>	<b>Student Objectives Met (Yes/No)</b>		<b>Faculty Assessment (Yes/No)</b>		<b>Student's examples</b>	<b>P/F</b>
		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>		
<b>1.3.1</b>	➤ <u>Independently</u> 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	_____	
<b>1.3</b>	➤ (Professional Qualities and Attributes) Demonstrates attributes of: <u>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	_____	

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2.3	➤ <u>(Critical thinking and problem solving) Demonstrates skills and judgments in critical thinking re: new knowledge, the organization of workload and time management.</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	_____
3.3	➤ <u>(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.</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	_____
4.3	➤ <u>(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.</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	_____
<b>Faculty's comments</b>		<b>MT:</b> _____ <b>F:</b> _____				
<b>2. KNOWLEDGE-BASED PRACTICE</b> <b>A. Specialized Body of Knowledge</b> <u>Has knowledge from nursing and other sciences, humanities, research, ethics, spirituality, relational practice, and critical inquiry.</u>						<b>Final Mark</b>
<b>RC</b>	<b>Objective</b>	<b>Student Objectives Met (Yes/No)</b>	<b>Faculty Assessment (Yes/No)</b>	<b>Student's examples</b>	<b>P/F</b>	



<u>Levels of independence</u> (beginning of term → end of term): <u>With guidance</u> → <u>with minimal guidance</u>		<u>MT</u>	<u>F</u>	<u>MT</u>	<u>F</u>	
<u>5.3</u>	➤ <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>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	_____
<u>6.3</u>	➤ <u>Demonstrates knowledge in current population and health care research, nursing and health informatics and information communication technology.</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	_____
<u>7.3</u>	➤ <u>With minimal guidance, has a knowledge base about human growth and development, population health, and determinants of health.</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	_____
<u>8.3</u>	➤ <u>Demonstrates knowledge in health sciences: physiology, pathology, pharmacology, epidemiology, genetics, and immunology.</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	_____
<u>9.3</u>	➤ <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>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	_____

	<u>nurse practice to the achievement of positive health outcomes.</u>					
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	_____
<b>Faculty's comments</b>		<b>MT:</b> _____				
		<b>F:</b> _____				

**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.

**Final Mark**

RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples	P/F
<u>Levels of independence</u> (beginning of term → end of term): <u>With guidance</u> → <u>with minimal guidance</u>		MT	F	MT	F		
11.3	➤ (Client engagement) <u>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	_____	
12.3	➤ (Critical Thinking) <u>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	_____	



13.3	<p>➤ (Tools and techniques) 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.</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	<p>_____</p>	
<p><b>Faculty's comments</b></p>		<p><b>MT:</b> _____</p>					
		<p><b>F:</b> _____</p>					
<p><b>4. KNOWLEDGE-BASED PRACTICE</b>  <b><u>B. Competent Application of Knowledge</u></b>  <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></p>							<p><u>Final Mark</u></p>
RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples	P/F
<p><u>Levels of independence</u> (beginning of term → end of term): <u>With guidance → with minimal guidance</u></p>		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>		
14.3	<p>➤ (Client Engagement) Minimizes positional power and promotes client ownership by involving clients in identifying and outcomes of care, exploring care alternatives and accessing appropriate resources.</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	<p>_____</p>	
15.3	<p>➤ (Anticipatory planning skills) Uses critical inquiry and principles of primary health care to initiate appropriate planning for clients'</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	<p>_____</p>	

	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.					
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<b>Faculty's comments</b>	<b>MT:</b> _____
	<b>F:</b> _____

**5. KNOWLEDGE-BASED PRACTICE**

Area 3: Providing Registered Nursing Care: provides client-centered care in situations related to:

- 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.

**Final Mark**

<b>RC</b>	<b>Objective</b>	<b>Student Objectives Met (Yes/No)</b>		<b>Faculty Assessment (Yes/No)</b>		<b>Student's examples</b>	<b>P/F</b>
	<u>Levels of independence (beginning of term → end of term): With guidance → with minimal guidance</u>	<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>		
<b>16.3</b>	➤ <u>(Safety) Applies bio-hazard and safety principles to all aspects of preventive, supportive, diagnostic, therapeutic procedures and care.</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	_____	
<b>17.3</b>	➤ <u>(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.</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	_____	
<b>18.3</b>	➤ <u>(Evidence-Informed Care) Incorporates knowledge of current theory, best practice clinical guidelines, and research in carrying out decisions and implementing care</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	_____	



	across the lifespan.					
<b>19.3</b>	➤ <u>(Supportive client-centered care) 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>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	_____
<b>20.3</b>	➤ <u>(Organization, skill and clinical judgment) Recognizes, seeks help and assist in rapidly changing, unstable client situations.(if applicable)</u>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	_____
<b>21.3</b>	➤ <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>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	_____
<b>22.3</b>	➤ <u>(Organization, skill and clinical judgment) Provides knowledgeable, competent assistance to clients throughout all phases of diagnostic procedures and treatment processes.</u>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	_____
	<b>Faculty's comments</b>	<b>MT:</b> _____				
		<b>F:</b> _____				

## 6. KNOWLEDGE-BASED PRACTICE

### B: Competent Application of Knowledge

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

**Final Mark**

<u>RC</u>	<u>Objective</u>	<u>Student Objectives Met (Yes/No)</u>		<u>Faculty Assessment (Yes/No)</u>		<u>Student's examples</u>	<u>P/F</u>
<u>Levels of independence (beginning of term → end of term): With guidance → with minimal guidance</u>		<u>MT</u>	<u>F</u>	<u>MT</u>	<u>F</u>		
23.3	➤ (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	_____	
<b>Faculty's comments</b>		<b>MT:</b> _____					
		<b>F:</b> _____					
<b>7. ETHICAL PRACTICE</b> <u>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.</u>							<b>Final Mark</b>
<u>RC</u>	<u>Objective</u>	<u>Student Objectives Met (Yes/No)</u>		<u>Faculty Assessment (Yes/No)</u>		<u>Student's examples</u>	<u>P/F</u>
<u>Levels of independence (beginning of term → end of term): With guidance → with minimal guidance</u>		<u>MT</u>	<u>F</u>	<u>MT</u>	<u>F</u>		
25.3	➤ (Ethical competence) Promotes a safe, ethical, caring environment for clients and colleagues characterized by: self-awareness, understanding of appropriate boundaries, competent relational practices and ability to use principled ethical reasoning.	<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	_____	

26.3	> (Knowledgeable ethical practice) <u>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.</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	_____
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<b>Faculty's comments</b>	<b>MT:</b> _____ <b>F:</b> _____
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<b>8. SERVICE TO PUBLIC</b> <u>Demonstrate an understanding of the concept of public protection and the duty to provide nursing care in the best interests of the public.</u>	<b>Final Mark</b>
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RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples	P/F
<u>Levels of independence (beginning of term → end of term): With guidance → with minimal guidance</u>		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>		
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.	<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	_____	
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 and safe practice environment, use established policies and protocols	<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	_____	



	within and across health care sectors, advocate for access to resources, and assess and promote effective change.					
29.3	➤ (Knowledge of systems and change) Supports planning and professional efforts for a healthier, safer society, including awareness of public health policy and emergency preparedness.	<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	_____
30.3	➤ (Workplace health and safety) Applies principles of workplace health and safety and ergonomics to protect the public, the environment, clients, self and colleagues from all forms of injury or abuse; safely and effectively manages resources.	<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	_____

<b>Faculty's comments</b>	MT: _____
	F: _____

<b>9. SELF-REGULATION</b> Demonstrates an understanding of professional self-regulation by developing and enhancing own competence, ensuring consistently safe practice, and ensuring and maintaining own fitness to practice.					<b>Final Mark</b>
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RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples	P/F
		MT	F	MT	F		
	<b>Levels of independence</b> (beginning of term → end of term): <b>With guidance → with minimal guidance</b>						
31.3	➤ (Self-Regulation) Understands the unique role and mandate of CARNA and the nursing profession as legislated and self-regulating.	<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	_____	
32.3	➤ (Self-regulation) Assumes individual responsibilities for all aspects of professional-legal privilege and public trust by assessing and maintaining competence and fitness to practice.	<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	_____	



	<u>Faculty's comments</u>	<u>MT:</u> _____				
		<u>F:</u> _____				
<b>10. INQUIRY LEARNING</b>						<u>Final Mark</u>
<u>Demonstrate competency with the application of the elements of inquiry learning in theory, fixed resources, laboratory and clinical experiences.</u>						
<u>RC</u>	<u>Objective</u>	<u>Student Objectives Met (Yes/No)</u>		<u>Faculty Assessment (Yes/No)</u>		<u>P/F</u>
		<u>MT</u>	<u>F</u>	<u>MT</u>	<u>F</u>	
	<u>Levels of independence (beginning of term → end of term): With guidance → with minimal guidance</u>					
<b>33.3</b>	➤ <u>Demonstrates competency with the application of the elements of inquiry learning in class, fixed resources, laboratory and clinical experiences. All provided feedback readily accepted and utilized.</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	_____
<b>34.3</b>	➤ <u>Demonstrates the ability to deal with ambiguity and diversity.</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	_____
<b>35.3</b>	➤ <u>With minimal guidance, establishes and maintains respectful, collaborative, and professional relationships.</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	_____
<b>36.3</b>	➤ <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"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	<input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> <u>No</u>	_____
	<u>Faculty's comments</u>	<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 406 Evaluation of Nursing Practice - FINAL RECOMMENDATIONS**

Student: _____ ID: _____	Clinical Faculty: _____ Section #: _____
Placement: _____ Health Centre _____	Posting Dates: _____ 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 Nursin

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**Appendix B**  
**Keyano College Percentage – Alpha Grading System**

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

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## Appendix C

### NURSING 406 BROCHURE ASSIGNMENT MARKING GUIDE

**Student Name:** \_\_\_\_\_

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

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

**Final Mark:** \_\_\_\_\_

**Instructor Comments:**

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## 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. I acknowledge that I must submit the plagiarism certificate of completion prior to having my scholarly course work marked.

Date: \_\_\_\_\_

Print name: \_\_\_\_\_

Signature: \_\_\_\_\_

Instructor signature: \_\_\_\_\_

