



**Winter 2023**

**NURS 485**  
**NURSING PRACTICE IN A FOCUSED AREA**  
**CLINICAL COURSE OUTLINE AND SYLLABUS**  
**JANUARY 5<sup>TH</sup>- APRIL 12<sup>TH</sup>, 2023**

**Note: students are expected to familiarize themselves with this course outline, the Undergraduate Nursing Programs Student Manual and eClass site.**

**Calendar statement**

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**NURS 485 - Nursing Practice in a Focused Area**

**Units 12**

**Approved Hours 2-350C-1**

**Fee index 24**

**Description**

The course provides an opportunity to consolidate learning and preparation to assume the role of BScN graduate via a preceptored clinical experience. The area of focus may be a particular setting of practice, client population, or health challenge or trend. It provides opportunities to demonstrate the integration of prior learning through the development of a comprehensive care planning assignment. The preceptorship is designed in collaboration with faculty and is based on practicum area availability. Course includes 350 clinical hours total. Prerequisites: All courses in the program except NURS 422/SC INF 422 or PHILE 386 and NURS 425/SC INF 425.

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## Course hours

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Lecture: 2 hours/week

Lab: 1 hour/week

Clinical: 350 Total hours

Total course hours may vary due to statutory holidays.

## Course objectives

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**Upon completion of this course, the student must be able to:**

1. Embody professional nursing practice and relational inquiry at an entry to practice competency level or standard
2. Consolidate nursing concepts learned in prior clinical and theory courses
3. Transform prior learning of professional nursing and healthcare concepts to emerging clinical practice
4. Organize and provide comprehensive care based on initial and ongoing assessments, utilizing all aspects of the nursing process, in selected settings within the scope of practice of NURS 485 student
5. Integrate concepts and essential components of leadership in care coordination
6. Integrate concepts and essential components of ethical nursing practice

## Course contacts

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Title	Name	Office number	Phone number	Email
<b>Course Lead</b>	Shelley Bessey	205K	(780) 831-9477	Shelley.bessey@keyano.ca
	Dr. Nadine Rimmer		(780) 715-6192	Nadine.rimmer@keyano.ca

### Note:

- Please allow 2 business days for a response. Include your course name in your subject line.
- Professional and respectful communication is expected. Please refer to [email etiquette](#).

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## Required textbooks

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**(Note: Foundations textbooks will be used as references throughout the program. Please retain your copies as they will be required resources in future courses).**

All students will be required to have access to the previously purchased Elsevier bundle. This includes access to the required textbook along with the Nursing Concepts Online platform. All students will be required to have access to the 4th year Shadow Health bundle that is to be purchased at the bookstore.

## Required resources

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American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.).

Also see: University of Alberta Library. (2021). *APA citation style quickguide*. [https://guides.library.ualberta.ca/ld.php?content\\_id=35043857](https://guides.library.ualberta.ca/ld.php?content_id=35043857)

Canadian Nurses Association. (2017). *Code of ethics for registered nurses*. [https://hl-prod-ca-oc-download.s3-ca-central-1.amazonaws.com/CNA/2f975e7e-4a40-45ca-863c-5ebf0a138d5e/UploadedImages/documents/Code\\_of\\_Ethics\\_2017\\_Edition\\_Secure\\_Interactive.pdf](https://hl-prod-ca-oc-download.s3-ca-central-1.amazonaws.com/CNA/2f975e7e-4a40-45ca-863c-5ebf0a138d5e/UploadedImages/documents/Code_of_Ethics_2017_Edition_Secure_Interactive.pdf)

College of Registered Nurses of Alberta. (2013). *Practice standards for regulated members*. <https://nurses.ab.ca/media/ztap24ri/practice-standards-for-regulated-members-2013.pdf>

College of Registered Nurses of Alberta. (2019). *Entry-level competencies for the practice of registered nurses*. <https://nurses.ab.ca/media/5ndpyfar/entry-level-competencies-for-the-practice-of-registered-nurses-mar-2019.pdf>

College of Registered Nurses of Alberta. (2020a). *Privacy and management of health information standards*. <https://nurses.ab.ca/media/4rip5x2o/privacy-and->

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[management-of-health-information-standards-mar-2020.pdf](#)

College of Registered Nurses of Alberta. (2020b). *Professional boundaries for registered nurses: Guidelines for the nurse-client relationship*.

<https://nurses.ab.ca/media/it5njnr2/professional-boundaries-guidelines-for-the-nurse-client-relationship-2020.pdf>

College of Registered Nurses of Alberta. (2021a). *Culturally safe and inclusive practice: Practice advice*.

<https://nurses.ab.ca/media/sx3fb5z4/culturally-safe-and-inclusive-practice-practice-advice-2021.pdf>

College of Registered Nurses of Alberta. (2021b). *Social media and e-professionalism: Guidelines for nurses*.

<https://nurses.ab.ca/media/5m2d4hvc/social-media-and-e-professionalism-guidelines-for-nurses-2021.pdf>

Faculty of Nursing, University of Alberta. *Undergraduate nursing programs student manual*. Retrieved from eClass Undergraduate Student Resource Site under Student Expectations.

University of Alberta. (2021). *Academic integrity guide for undergraduate students*. <https://www.ualberta.ca/current-students/academic-resources/academic-integrity/index.html>

## Required supplies

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Students are encouraged to familiarize themselves with the hardware and software requirements listed on the Information Services and Technology website:

<https://www.ualberta.ca/information-services-and-technology/services/software-hardware-vendors/technology-requirements.html>

## Health and safety requirements

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Students are required to complete all Health and Safety requirements for each clinical course prior to orientation at the clinical site. These requirements are referenced in the [University of Alberta Calendar 2022-2023](#). The Faculty of Nursing outlines specific requirements on the Health and Safety Requirements page of the Faculty of Nursing

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website. Please contact the Undergraduate Office: [nuhealth@ualberta.ca](mailto:nuhealth@ualberta.ca) as soon as possible should you anticipate any difficulties meeting the deadline for your program.

Students will write a Medication Administration Safety Screen (MASS) to ensure patient safety related to medications. The MASS questions will include appropriate level application of dosage calculations and best practice medication administration protocols. Students may use a basic calculator for the screen. Students may not administer medication in clinical settings until they have achieved 90% on the MASS. Students will have two attempts to achieve 90%.

Additional learning activities and remediation, as outlined by the Course Lead/Clinical Instructor, will be expected for students who do not achieve 90% on the first MASS. A second MASS will be offered after remediation has been provided for students not meeting 90% on the first attempt. If students are not successful in achieving 90% after the second attempt, they will not be allowed to continue in the clinical course due to concerns related to safe medication administration.

The MASS may be written in either the theory or clinical components of a course. See course schedule for details about when your MASS will be written.

## Fitness to Practice

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As health profession students it is important to assess your individual fitness to practice prior to and during each clinical course as part of your professional responsibility.

Please review the [CRNA Requisite Skill List](#) from pages 5 to 9 and the [Faculty of Nursing Fitness to Practice: Implications for Undergraduate Nursing Students](#) document to identify if there are any circumstances that may limit you from performing care for patients/clients.

If you have concerns about your Fitness to Practice, contact your Course Lead and the Clinical Placement Office ([nursing.clinical@ualberta.ca](mailto:nursing.clinical@ualberta.ca)).

## Clinical practice preparation

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Professional responsibility for nursing students includes clinical practice preparation related to evidence-informed practice and patient safety. Preparation includes appropriate understanding, synthesis, and integration of relevant knowledge. The

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clinical instructor, in conjunction with the clinical site, will identify appropriate timeframes for students to access patient records.

In order to be adequately prepared for clinical experiences, students will participate in activities outside of their scheduled clinical course hours (please see clinical calendar on eClass). Activities can include the following: specific clinical patient preparation, clinical site orientation, medication systems orientation, Medication Administration Safety Screen (MASS), patient health record review and review of textbook and relevant evidence-informed articles.

Clinical practice preparation is required in addition to direct course hours. Students who are not adequately prepared to provide safe and competent patient care will not participate in clinical activities.

All students and instructors have obligations under the [Alberta Health Information Act \(2020\)](#) and [Alberta Electronic Health Record Regulation \(2018\)](#) related to the “collection, use, disclosure, and security of health information that protects the privacy and confidentiality of individuals and their health information” (CRNA 2020, [Privacy & Management of Health Information Standards](#), p. 2). Students are accountable for ensuring that they follow all relevant privacy legislation and policies, and understand the privacy requirements that apply to their nursing practice. Secure access and handling of health information, along with mandatory reporting of potential or actual breaches are required of students and faculty.

## Course evaluation

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The final grade is based on the following assessments and there are no additional assignments or marks provided in the course. All course components and assignments must be completed to pass the course.

Assignments/Course components	Dates	Weight	Course objective s no.
Shadow Health	Before clinical commences	Complete/ Incomplete	1-6

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NCLEX Exam #1 & #2 with moodle respondus	See timetable	30%	1-6
Mastery Assessments/ Next Generation Evolve	April 1, 2023	20% (10% for completion & 10% average of 4 quizzes)	1-6
Learning Plan	1 week after clinical commences evaluation of goals last week of clinical	20%	1-6
Weekly check in	Due weekly in clinical practice	Pass/ fail	1-6
Transition Reflection Paper	April 2, 2023	30%	1-6
Clinical Assessment Tool (CAT)	Midterm 175 hours Final at 350 hours	Pass/ Fail	1-6

Please refer to the Absence from Term Work Policy as stated in [University of Alberta Calendar 2022-2023](#).

A 10% reduction of available marks will be applied for each 24 hours (or part thereof) after a submission deadline to all late assignments unless prior written consent has been given by the instructor.

The faculty is incorporating universal design principles by providing all students with up to 1.5 times the required time for midterm and final exams only. Class activities designed to facilitate learning and/or exposure to exam type questions that are worth up to and including 10% of the total grade are exempt from the 1.5 multiplier. If you have ANY other exam related accommodations you MUST register any applicable midterm or final exam(s) in ClockWork by the deadline.

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In an event of incapacitating mental and/or physical illness, severe domestic affliction or for circumstances as described in the University's [Discrimination, Harassment and Duty to Accommodate Policy](#) (including religious belief), a maximum of one excused absence from a quiz or a midterm exam may be granted. A make-up test or assignment written prior to the final exam may be offered, date to be determined OR the weight of the missed term work will be applied to the final exam, at the discretion of the course instructor. Missed make-up tests or assignments will result in the weight of the missed term work being applied to the final exam or other term work or exams at the discretion of the course instructor.

### **Plagiarism**

The Plagiarism Tutorial below must be completed within the first week of class. Please send your certificate of completion to your instructor via Keyano Mail.

<https://www.indiana.edu/~academy/firstPrinciples/choice.html>

## **Assignment descriptions**

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### **1. Shadow Health**

Complete the following assignments on your Shadow Health.

- Assignment 1: Conversation Concept Lab (45 mins)
- Assignment 2: Endocrine System Hourly Rounds (60 mins)
- Assignment 3: Perioperative Care Hourly Rounds (75 mins)
- Assignment 4: Gastrointestinal System Hourly Rounds (60 mins)
- Assignment 5: Renal System Hourly Rounds (60 mins)

### **2. NCLEX Traditional Exam (30%)**

The purpose of these exams will be to assist the student in preparation for the NCLEX-RN. The exams will be online in Moodle. These exams offer an assessment of the students' basic comprehension and mastery of basic principles including fundamentals of nursing; pharmacology; adult medical-surgical nursing; maternal newborn care; mental health nursing; nursing care of children; nutrition; leadership and community health nursing.

The questions cover all the major NCLEX client need categories (management of care, safety and infection control, health promotion and maintenance, psychosocial integrity, basic care and comfort, pharmacological therapies and parenteral therapies, reduction of risk potential and physiological adaptation)

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### 3. NCLEX Mastery Assessments/NGN (20%)

The exams will be online in Evolve. Mastery Assessments/NGN Case Studies must be completed in order to pass the course. These assessments and review are completed in Elsevier/Evolve using Developing Clinical Judgment for Professional Nursing and the Next-Generation NCLEX-RN® Examination.

\*All students will receive a 10% grade for completion and the average grade you receive on the 4 exams on Evolve will make up the other 10%.

### 4. Learning Plan Assignment – Due first week of clinical placement (20%)

Students will develop a learning plan to guide their nursing practice in Nursing 485. The learning plan must specify a self-assessment of nursing practice including strengths and areas that require improvement; what the student intends to learn; SMART goals linked to self-assessment; resources/strategies/learning activities; evidence of achievement, target dates and criteria for evaluation.

**This plan will be implemented within the first week of your clinical experience and is to be continuously shared with the preceptor.** It is to be given to the clinical instructor in a hardcopy format for marking **one week prior to final evaluation** with evaluation of goals completed.

**NOTE: Please use learning plan template provided on Moodle.**

**Use one template per learning goal. Minimum 3 learning goals and maximum 5 learning goals**

### 5. Transition Reflection (30% of course mark) Due Date- April 2, 2023

The purpose of this assignment is for senior nursing students to explore their holistic transition from nursing student to graduate nurse. Students demonstrate their ability to consolidate knowledge from their nursing education program and personal and professional experiences. In the assignment, the student will reflect on their educational and clinical experience, nursing practice, and transition to the role of graduate nurse. The reflection is expected to have depth, breadth, and creativity in the discussion. The reflection will also explore how personal and professional values influence the care that nurses provide.

Your instructor will communicate any specific expectations relevant to the clinical agency for NURS 485.

To ensure a scholarly presentation of your paper, please include an introduction and conclusion, literature support, correct grammar, spelling, and APA format. Title page and references are required. **Length is 6-8 pages (1500-2000 words) double spaced as per APA guidelines.** Students may use APA 7<sup>th</sup> edition for this

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assignment.

## 6. Weekly Check-In (Pass/Fail)

Students are required to complete a weekly check in with their clinical instructor when they are out in clinical practice. Each instructor will communicate specific expectations regarding the check-in with their group.

## 7. Clinical Assessment Tool (Pass/Fail)

A formative (at the completion of ~175 hours) and summative (at the completion of 350 hours) assessment of nursing practice will be completed by the student, the preceptor, and the instructor. This will be accomplished through observation, assessment, and evaluation of the student during direct patient care, through discussions about clinical experiences, reflection, and other clinical activities. Students will receive ongoing verbal and/or written feedback from the preceptor and the clinical instructor throughout the course to support learning. Feedback may be supplemented with input from agency staff and the patient. The student will complete a self- assessment of clinical practice including comments, examples, and goals for each of the six domains. The student will share this assessment with the preceptor who will then add comments and assign a Developing, At Risk, or Not Yet Assessed rating for each indicator at the formative assessment. At the summative assessment, each indicator will be marked Pass or Fail. Once this is completed, the instructor will add comments and assign a final rating. All three partners will use the same document to share comments and ratings. At midterm, students that receive an “At Risk” in any of the indicators on the Clinical Assessment Tool will develop a Learning Support Plan in collaboration with their clinical instructor. Students must successfully meet the learning objectives outlined in the Learning Support Plan by the agreed upon date. At course conclusion, students must achieve a “Pass” on all areas of the final Clinical Assessment Tool to successfully complete NURS485. The preceptor is to report to the instructor any concerns regarding: **a) unsafe behaviour or unsafe nursing practice b) demonstrated potential for causing harm c) lack of progress in clinical competence d) lack of improvement in practice in response to feedback from preceptor and/or instructor e) ineffective self-assessment to improve clinical performance.**

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### **Seminar and Lab Experience**

Students will work through one scenario in Nursing 485: Preparing for Preceptorship. This package is designed to assist students in preparing for a preceptorship in a specified, clinical experience. Students are expected to consolidate and apply previous learned concepts, foundational knowledge, theory, and skills in preparation for clinical practice. The students will be divided into small groups in Nursing 485, which will be aligned, as closely as possible, with assigned preceptorship placements. Groups will be posted on Moodle and will work in Teams. Independence, collaboration, and self-direction will be key to learning the concepts of the learning package since the instructor cannot be present in each sub-group. Students are given weekly seminar time to work on their scenario and active participation at all seminars is expected. Each group will discuss the completed scenario with the instructor and their classmates on the date and time indicated on the timetable

### **Please see Nursing 485 timetable for specific details.**

Preparing for Preceptorship in Nursing 485 there are labs. Students will collaboratively participate in the following lab sessions as per the Nursing 485 timetable. Regular lab attendance, preparedness, and participation in class discussions, along with adequate participation and contribution to group work are examples of the expected student behavior. All labs are directly related to the scenario-learning package and assignment.

The labs in Nursing 485 are:

- 1) Preceptorship Experience
- 2) The New Nursing Graduate: Role Transition
- 3) Preparing for the NCLEX Next Generation
- 4) Shadow Health
- 5) Open Lab/Simulation

Regular lab attendance, preparedness, and participation in class discussions, along with adequate participation and contribution to group work are examples of the expected student behavior.

### **Clinical Experience**

To successfully complete Nursing 485, the student **must** complete 350 hours of

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clinical practice over a period of 10 consecutive weeks. Clinical practice hours will begin during the week of February 1<sup>st</sup>, 2023, dependent on the preceptor schedule. **Students are expected to work the same clinical hours as their preceptor.** Clinical practice may include shift and weekend rotations. [http://calendar.ualberta.ca/preview\\_program.php?catoid=20&poid=19479](http://calendar.ualberta.ca/preview_program.php?catoid=20&poid=19479)  
 The instructor is to be notified as soon as possible of changes that occur in this schedule due to illness or any other reason. (Failure to promptly share changes in the clinical schedule may result in an unsatisfactory rating under professional responsibility.) **Alternate clinical practice must be arranged** as needed in order to complete the required number of clinical hours. Students will be required to make up clinical days missed. The instructor must be notified of a missed shift. If the student's preceptor is ill during the day the student is to attend, it must be decided between the staff of the unit and the student if that student can buddy with another team member. Instructors should be contacted. **The student must be supervised at all times during the preceptorship**

## Final grades

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The assignments are marked as raw scores according to the percentage weight assigned to each. The marks on course assignments will contribute to the overall letter grade according to the percentage that each assignment is weighted in the course. At the end of the course, all assignment scores are totaled for a term summary mark in the course based on the grading scale below. The FINAL COURSE GRADE is based on the cumulative total of individual student's weighted assignment marks.

Faculties may define acceptable grading practices in their disciplines. Such grading practices must align with the University of Alberta Assessment and Grading Policy and its procedures, which are available online at the University of Alberta Policies and Procedures Online (UAPPOL) website (<https://policiesonline.ualberta.ca>).

Letter Grade	Percent
A+	94.95-100.00
A	90.95-94.94
A-	86.95-90.94
B+	82.95-86.94

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B	78.95-82.94
B-	74.95-78.94
C+	70.95-74.94
C	66.95-70.94
C-	62.95-66.94
D+	58.95-62.94
D	54.95-58.94
F	0.00-54.94

Due attention is paid to descriptions of grade points according to the [University of Alberta Calendar 2021-2022](#)

**Course grades obtained by undergraduate students:**

**Descriptor Letter Grade Grade Point Value**

Excellent	A+	4.0
	A	4.0
	A-	3.7

Good	B+	3.3
	B	3.0
	B-	2.7

Satisfactory	C+	2.3
	C	2.0
	C-	1.7

Poor	D+	1.3
Minimal Pass	D	1.0

Failure	F or F4	0.0
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**Note: F4 denotes eligibility of a student to apply for a reexamination of a course.**

**Please Note: Marks are not final until they are placed on Bear Tracks by the University of Alberta.**

**Late Assignments**

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All assignments are to be submitted as indicated in the course outline 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 on Moodle on weekends. If the student does not submit an assignment by course end date and prior to the final exam date, a zero will be given for that assignment. Students MUST submit all assignments to pass the course. If an assignment is not submitted before deadlines, the student will receive a failing grade of an F in the course.

## Policy statements

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The course outline acts as an agreement between the student and the instructor of this class regarding the details of the course. If there are differences in wording about grading between the course outline and information posted on eClass or in the Gradebook or on other sites, the wording in the course outline is the official document.

Due to the ongoing COVID global pandemic and the potential of unanticipated public health requirements, course components may be shifted from the originally stated modality within the semester to accommodate completion of course objectives. All attempts will be made to ensure student progression is not affected, wherever possible.

Policy about course outlines can be found under the Course Requirements, Evaluation Procedures and Grading in the [University of Alberta Calendar 2022-2023](#).

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [Code of Student Behaviour | University Governance](#)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Students are responsible for the legitimate access and academic integrity in using any online resources such as extra exam-like questions and learning activities, including appropriate distribution according to copyright guidelines. Any questions related to use

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of online or electronic study resources should be forwarded to the course instructor.

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Students wishing to proceed in the Nursing program must achieve a grade of at least C+ in the foundational Nursing courses. Policy regarding the foundational course minimum pass can be found in the [University of Alberta Calendar 2022-2023](#).

### **Grading System**

This course is a pass/fail course. Failure to complete any of the required components to a satisfactory level will result in failure of the course.

### **Proposed Schedule**

See the class schedule, topics, and readings as attached and on Moodle.

### ***Please Note:***

Date and time allotted to each topic is subject to change.

## **Performance Requirements and Student Services**

### **Student Responsibilities**

As a student, it is your responsibility to contact the Office of the Registrar to complete the required forms, including the Withdraw Course or Program or a Change of Registration form. Please refer to the important dates listed in the Academic Schedule in the [Keyano College credit calendar](#). The Keyano College credit calendar also has information about Student Rights and the Code of Conduct. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and the Code of Conduct Policies. Policy about course outlines can be found under [Course Requirements, Evaluation Procedures and Grading](#) of the 2022-2023 University

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Calendar. The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

### **Student Attendance**

All lecture, lab, and clinical learning experiences are critical in supporting student success and, as such, attendance is mandatory, notwithstanding excusable absences. In the event of an absence, please notify your instructor and [nursing@keyano.ca](mailto:nursing@keyano.ca) immediately. Because of the timeframes for lecture, lab, and clinical learning, missed content is the responsibility of the student. Please ensure you have connected with a peer that can share notes with you to support your learning and decrease any gaps that occur in learning experiences during your absence.

### **Academic Misconduct**

Students are considered responsible adults and should adhere to the principles of intellectual integrity. Intellectual dishonesty takes many forms:

- Plagiarism or the submission of another person's work as their own,
- The use of unauthorized aids in assignments or examinations (cheating),
- Collusion or the unauthorized collaboration with others in preparing work,
- The deliberate misrepresentation of qualifications,
- The willful distortion of results or data,
- Substitution in an examination by another person,
- Submitting unchanged work for another assignment, and
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined

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in the Student Rights and Code of Conduct Policies. To ensure your understanding of plagiarism, you may be required to complete an online tutorial and submit the certificate of completion.

### **Online Learning**

Technology and internet connectivity will impact your online learning experience. You may be required to watch online videos, take online quizzes, or participate in live online classes. Live/virtual courses will be hosted in Microsoft Teams or Zoom. For all course delivery types, you will access your course resources on Keyano's learning management system: Moodle (iLearn). Login in using your Keyano username and password. Keyano College operates in a Windows-based environment and having access to the correct tools for online learning is essential. Here's a list of recommended system requirements.

### **Internet Speed**

Minimum download and upload speeds of 10 Mbps. Recommended download speeds of 25 Mbps and upload speeds of 10 Mbps (if you are sharing your internet at home). You can check your internet speed with Speedtest by Ookla.

### **Specific Department Requirements**

Business and OA programs require Windows 10. Other programs may utilize Windows-based tools as well.

### **Computer Software**

Students have access to Microsoft Office 365 and Read&Write for free using Keyano credentials.

### **Recording of Lectures and Intellectual Property**

Students may only record a lecture if explicit permission is provided by the instructor or Accessibility Services. Even if students have permission to record a lecture or lecture materials, students may not share, distribute, or publish any of the lectures or course materials; this includes any recordings, slides, instructor notes, etc., on any platform. Thus, no student is allowed to share, distribute, publish or sell course-related content without permission. It is important to recognize that the Canadian Copyright Act contains provisions for intellectual property. The Academic Integrity Policy provides additional information on Keyano College's expectations from students as members of the intellectual community.

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## ITS Helpdesk

If you have issues with your student account, you can contact the ITS Helpdesk by emailing [its.helpdesk@keyano.ca](mailto:its.helpdesk@keyano.ca) or calling 780-791-4965.

**COVID-19** We are subject to provincial and municipal bylaws, and policies. These decisions may change pending further direction from the Alberta Chief Medical Officer, Alberta Health Services, and other provincial guidelines. To protect yourself and others, get immunized, wash your hands, wear a mask, keep your distance (2m/6 ft) and remain home when feeling unwell. For the most recent COVID-19 information, please refer to [albertahealthservices.ca/COVID](http://albertahealthservices.ca/COVID).

## Specialized Supports

The Student Services Department is committed to Keyano students and their academic success. There is a variety of student support available at Keyano. All student services are available during Keyano business hours: Monday to Friday, 8:30 a.m. to 4:30 p.m. The College is closed on statutory holidays. If you require support outside of regular business hours, please inform the support service team, and they will do their best to accommodate your needs.

**Accessibility Services** provides accommodations for students living with disabilities. Students with documented disabilities or who suspect a disability can meet with an Access Strategist to discuss their current learning barriers and possible accommodations. Students who have accessed accommodations in the past are encouraged to contact the department to request accommodations for the following semester. Please note that requesting accommodations is a process and requires time to arrange. Contact the department as soon as you know you may require accommodations. For accessibility supports and disability-based funding, please book an appointment by emailing us at: [accessibility.services@keyano.ca](mailto:accessibility.services@keyano.ca).

Accessibility Services also provides individual and group learning strategy instruction for all students and technology training and support to enhance learning. You can meet with an Access Strategist to learn studying and test-taking strategies. In addition, you can schedule an appointment with the Assistive Technology Specialist to explore technology tools for learning. Book an appointment today by emailing:

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[accessibility.services@keyano.ca](mailto:accessibility.services@keyano.ca)

**Wellness Services** offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators provide a safe and confidential environment for you to seek help with personal concerns. Our Wellness Navigator offers support with basic needs such as housing, financial and nutritional support, and outside referrals when needed. Wellness Services welcomes students to participate in group sessions that address topics including mindfulness and test anxiety throughout the academic year. Individual appointments can be made by emailing [wellness.services@keyano.ca](mailto:wellness.services@keyano.ca).

**Library Services:** provides students with research, information, and education technology supports as they engage in their studies. Library staff are available to help you online and in person throughout the semester. Librarians offer individual and small group appointments booked using the online **Book A Librarian calendar**. The library also provides research and subject guides to help you with your studies. To view a subject or course-specific guide, check out the complete list of online Subject Guides. To start your research and access citation guides (APA, MLA, Chicago, or IEEE), visit the Research Help page. The library's collections (including print and online materials) are searchable using OneSearch. The library offers a Loanable Technology collection to support students accessing and using technology. For an up-to-date list of technology available for borrowing, visit the Library's **Loanable Technology webpage**. For a detailed list Course Outline of library resources and services, go to [www.keyano.ca/library](http://www.keyano.ca/library). For all inquiries, please email [askthelibrary@keyano.ca](mailto:askthelibrary@keyano.ca) or chat with us online. Academic Success Centre:

**The Academic Success Centre** at Keyano College (CC-119) provides free academic support services to registered students, such as tutoring, writing support, facilitated study groups, workshops, and study space. Academic Content Specialists are available in Mathematics, Science, Trades, Power Engineering, Upgrading/College Prep, Human Services, English, Humanities, and more. Students are encouraged to visit the Academic Success Centre to discuss study strategies and academic concerns. For additional information, please email [Academic.Success@keyano.ca](mailto:Academic.Success@keyano.ca).

**Academic Success Coach:** The Academic Success Coach is in the Academic Success Centre and works with students to develop academic success plans, time management skills, study strategies, and homework plans. For additional information, please email [Academic.Success@keyano.ca](mailto:Academic.Success@keyano.ca).

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NURS 485 CLINICAL COURSE OUTLINE &  
SYLLABUS

DEV. 2017

REV. 1.0

DRAFT Oct 2022

PAGE 1

**Clinical Assessment Tool**



**NURS 485 Clinical Assessment Tool**  
**University of Alberta**  
**Faculty of Nursing**



Clinical Instructor Name: Preceptor:		Student Name & Student ID#:	
Clinical Agency:		Dates of Clinical:	
Total Scheduled Hours Number of hours attended:	350 _____	Summative Clinical Assessment:	

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The six domains of Knowledge, Research, Methodology, Critical Inquiry and Evidence, Nursing Practice, Communication and Collaboration, Professionalism and Leadership are from The National Nursing Education Framework (NNEF), (CASN, 2015). Some indicators in each of the six domains (BOLDED) are Essential Components copied from the NNEF (CASN, 2015). These bolded indicators may not be applicable to a clinical course. The Teaching Team Lead, in consultation with the Associate Dean of Undergraduate Programs, will determine applicability of these indicators. The remaining indicators in each of the domains are course specific outcomes.

A Pass on the Clinical Assessment Tool requires an achievement of a PASS in each of the six domains. The clinical instructor, in consultation with the course Teaching Team Lead, determines if the student has met the requirements for each of the domains.

<b>Student Final Overall Summary (to be completed with final summative assessment)</b>
<b>Student Goals:</b> Write 2 SMART goals that you will continue to work in your future practice as a graduate nurse or in your leadership practicum.
<b>Preceptor Summary and Recommendations</b>

**The Final Overall Summary is on the Front Page so it is the first thing you will see when you look back at your progress.  
Please continue on to page two to get started!**

<b>Instructor Summary and Recommendations</b>

1. Knowledge	Formative			Summative	
	Developing	At Risk	Not Yet Assessed	Pass	Fail
<b>Indicators</b>					
<b>1.1 Demonstrates foundational knowledge of nursing including nursing history, nursing theories and other theories relevant to nursing practice.</b>					

<p><b>1.2 Demonstrates foundational knowledge of human development and functioning over the life-span that builds on secondary education, from natural &amp; life sciences, and from behavioural &amp; social sciences (anatomy, physiology, microbiology, biochemistry, pharmacology, nutrition, pathophysiology, genetics, psychology, sociology).</b></p>					
<p>1.3 Synthesizes and applies all concepts from previous courses throughout the nursing program.</p>					
<p>1.4 Analyzes and applies the concept of safety and takes action to address barriers to safe patient care.</p>					
<p>1.5 Analyzes and applies the concept of care coordination and participates in intraprofessional and interprofessional leadership activities.</p>					
<p>1.6 Demonstrates sound clinical judgment and is able to explain the process for making decisions.</p>					
<p>1.7 Demonstrates reflective thinking on personal practice and evaluation of patient care.</p>					

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**Student reflective summary and goals:** Provide a reflective summary of what you have learned. At formative (midterm), write 1 goal to improve your practice for this domain

**Formative:**

**Summative:**

**Preceptor Feedback**

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**Summative:**

**Instructor Feedback**

**Formative:**

**Summative:**

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2. Research, Methodology, Critical Inquiry and Evidence	Formative			Summative	
	Developing	At Risk	Not Yet Assessed	Pass	Fail

<b>2.1</b> Demonstrates evidence-informed care.  Indicator 2.1 is demonstrated by: i) Integration and application of current evidence to inform and guide practice (e.g. accessing guidelines for high alert medications, peer reviewed journals, practice policies, competency frameworks)					
<b>2.2</b> Able to seek, locate and interpret a broad range of information, knowledge, evidence, methodologies, and practice observations within the profession and across disciplines.					

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3. Nursing Practice Works closely with the clinical preceptor to plan, implement, and evaluate care. Must be able to demonstrate progression towards an increasing level of independence in the practice setting.	Formative			Summative	
	Developing	At Risk	Not Yet Assessed	Pass	Fail
<b>Indicators</b>					
<b>3.1 Demonstrates the use of clinical reasoning, nursing knowledge, and other evidence to inform decision-making in diverse practice situations.</b>					
<b>3.2 Demonstrates engagement and leadership in the provision of comfort care including pain and symptom management.</b>					
<b>3.3 Performs holistic and comprehensive assessment of diverse clients to plan and provide competent, ethical, safe, and compassionate nursing care.</b>					
At an <b>advanced beginner - competent level</b> , indicator 3.3 is demonstrated by: i) Implementation of initial and ongoing assessments (holistic and comprehensive)					
At an <b>advanced beginner level- competent level</b> ,, indicator 3.3 is demonstrated by: i) Development and implementation of a plan of care using the nursing process					
At an <b>advanced beginner level - competent level</b> ,, indicator 3.3 is demonstrated by:					

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i) Evidenced-based discharge planning and patient education					
At an <b>advanced beginner level - competent level</b> ,, indicator 3.3 is demonstrated by: i) Integration of safety concepts into patient care ii) Consideration of ethics in planning of and implementation of patient care CNA Code of Ethics					
3.4 Demonstrates competence in all psychomotor skills learned to date.					
3.5 Demonstrates competence with medication administration.					
3.6 Demonstrates an ability to set priorities guided by clinical judgment/rationale. This is noted with individual patient care (ability to decide what to do first) and with multiple patients (ability to decide who to see first).					
3.7 Uses various priority setting/time management tools to coordinate care.					

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<p>3.8 Demonstrates the ability to promote health of individuals, families, communities, and populations through actions to address health disparities.</p> <p>i) Demonstrates an understanding of the social determinants of health and how they influence a client’s health trajectory. ii) Connects clients and families to resources within the practice setting and/or in the community.</p>					
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**Formative:**



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**Formative:**

**Summative:**

<b>4. Communication and Collaboration</b> Works closely with the clinical preceptor and health care team to provide comprehensive, holistic, integrated care.	<b>Formative</b>			<b>Summative</b>	
<b>Indicators</b>	Developing	At Risk	Not Yet Assessed	Pass	Fail

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4.1 Able to contribute to positive health care team functioning through consultation, application of group communication theory, principles and group process skills including giving and receiving feedback.					
4.2 Demonstrates the ability to articulate a nursing perspective and the scope of practice of the registered nurse in the context of the health care team.					
4.3 Demonstrates a growth mindset approach to learning including accepting and embracing challenges; seeking and listening to feedback; persevering with difficult tasks; and asking questions to drive learning forward.					
4.4 Appropriately and respectfully communicates with instructor and preceptor.					
4.5 Consistently demonstrates appropriate and timely documentation of patient findings and nursing care provided.					
4.6 Consistently demonstrates ability to communicate relevant patient assessment data using SBAR or other methods.					
4.7 At an <b>Advanced Beginner</b> level, demonstrates the ability to articulate a nursing perspective and the scope of practice of the registered nurse in the context of the health care team.					

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5. Professionalism	Formative			Summative	
	Developing	At Risk	Not Yet Assessed	Pass	Fail
<b>Indicators</b>					
<b>5.1 Demonstrates an understanding of the significance of fitness to practice as it relates to self-care and life-long learning.</b>					
<b>5.2 Demonstrates responsibility, self-management, civility, integrity, and honesty.</b> i) <b>Responsibility:</b> goal attainment, being on time, prepared for practice, professional presence. ii) <b>Self-Management:</b> assess oneself accurately, set personal goals, monitor progress, and exhibit self-control. iii) <b>Civility:</b> communication, conflict management iv) <b>Integrity and Honesty:</b> choose ethical courses of action.					
<b>5.3 Demonstrates the ability to ensure client confidentiality and privacy (including in the context of social media).</b>					
5.4 Identifies and integrates scope of practice as it relates to specific nursing interventions and patient care (ability to practice within the context of professional standards of practice, ethical, regulatory, and legal codes).					

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5.5 Is able to articulate the role of the registered nurse within the context of their preceptorship experience.					
5.6 Is able to articulate the roles of other health professionals including other nursing specialties (HCA, LPN, NP). In acute care settings, recognizes the unique role of the RN as a hub lead.					
5.7 Uses reflection (both on-action and in-action) and feedback to improve nursing practice.					
5.8 Applies ethical reasoning to clinical practice.					
5.9 Prepares for transition to graduate nurse role by working towards full scope of practice.					

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<b>6. Leadership</b>	<b>Formative</b>	<b>Summative</b>
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<b>Indicators</b>	Developing	At Risk	Not Yet Assessed	Pass	Fail
<b>6.1 Recognize advocacy role in intra- and inter-professional teams and contribute relevant assessment data required for best client/patient/population care.</b>					

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<p><b>6.2 Demonstrates beginning leadership abilities in the coordination of a healthcare team, including the delegation of tasks and facilitation of continuity of care.</b></p>					
<p>Indicator 6.1 is demonstrated by the ability to develop collaborative relationships within the health care team. In collaboration with the preceptor, takes initiative in planning the care for the shift.</p> <p>Acute care examples include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>i) Ability to lead rounds (care hub, comfort, rapid, etc.) as appropriate.</li> <li>ii) Ability to give shift/bedside report as appropriate.</li> </ul> <p>In the community setting, students will work with families and assist with program delivery through maintaining health, promoting health and preventing disease; with a commitment to making service delivery better, more transparent and easier to access and understand for families.</p> <ul style="list-style-type: none"> <li>i) Students will demonstrate beginning leadership abilities through the processes of social influence which maximize effort towards the achievement of goals or tasks.</li> <li>ii) Students will demonstrate beginning leadership through innovative, efficient and effective provision of health services in the public health care setting.</li> </ul>					
<p>Indicator 6.2 is demonstrated by:</p> <ul style="list-style-type: none"> <li>i) Appropriate delegation for practice setting.</li> </ul>					

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Indicator 6.2 is demonstrated by:

- i) Appropriate consultation for the practice setting.
- ii) Awareness of services and appropriate advocacy of same.

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## Winter 2023 Timetable



UNIVERSITY OF ALBERTA  
**Faculty of Nursing Undergraduate ProgramsBScN**  
**COLLABORATIVE PROGRAM**

Grande Prairie Regional College, Keyano College,  
Red Deer College, University of Alberta



Winter TIMETABLE 2023

Nursing 485

\*NURS 485 Lecture/Lab

January 5<sup>th</sup> – April 12, 2023



<b>TIME</b>	<b>MONDAY January 2</b>	<b>TUESDAY January 3</b>	<b>WEDNESDAY January 4</b>	<b>THURSDAY January 5</b>	<b>FRIDAY January 6</b>
<b>0900 to 1000</b>				<b>Introduction to N485</b>	
<b>1000 to 1100</b>				<b>1000-1200 ONLINE</b>	
<b>1100 to 1200</b>					
<b>1200 to 1300</b>					
<b>1300 to 1400</b>					
<b>1400 to 1500</b>					
<b>1500 to 1600</b>					

TIME	MONDAY January 9	TUESDAY January 10	WEDNESDAY January 11	THURSDAY January 12	FRIDAY January 13
0900 to 1000		Preparing for Preceptorship (Instructor Led)  0900-1200 <b>ONLINE</b>	Preparing for Preceptorship (Student IBL)  0900-1200 <b>ONLINE</b>	Preparing for NCLEX (Instructor led) 0900- 1200 <b>ONLINE</b>	<b>SIM/Virtual SIM</b>  <b>ALL DAY</b>  <b>SIM LAB:</b> <b>CC-270</b>
1000 to 1100					
1100 to 1200					
1200 to 1300					
1300 to 1400			Preparing for Preceptorship (Student IBL) 1300-1600 <b>ONLINE</b>		
1400 to 1500					
1500 to 1600					

<b>TIME</b>	<b>MONDAY</b> January 16	<b>TUESDAY</b> January 17	<b>WEDNESDAY</b> January 18	<b>THURSDAY</b> January 19	<b>FRIDAY</b> January 20
<b>0900</b> to <b>1000</b>					
<b>1000</b> to <b>1100</b>					
<b>1100</b> to <b>1200</b>					
<b>1200</b> to <b>1300</b>					
<b>1300</b> to <b>1400</b>	<b>NCLEX - Traditional</b> <b>Exam #1</b> 1300-1600 <b>Online</b>			<b>NCLEX</b> <b>Traditional Exam</b> <b>#2</b> 1300-1600 <b>Online</b>	
<b>1400</b> to <b>1500</b>					
<b>1500</b> to <b>1600</b>					

TIME	MONDAY January 23	TUESDAY January 24	WEDNESDAY January 25	THURSDAY January 26	FRIDAY January 27
0900 to 1000		Preparing for Preceptorship Student Group Presentations 0900-1600 <b>ONLINE</b>		The New Graduate Transition (Guest Speaker – New Grad)  0900-1100 <b>RM: CC212</b>	
1000 to 1100				<b>Waiting for a HYFLEX room</b>	
1100 to 1200					
1200 to 1300					
1300 to 1400			Open Lab  1300-1600  LAB: 190	Guest Presentation (AHS Representative – Bailey Ryan)  1300-1500	
1400 to 1500				<b>RM: CC195</b>	
1500 to 1600					