



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

**COURSE SYLLABUS**

**NURSING 191**

*Nursing Practice I*

*November 12, 2013 – December 6, 2013*

**Tutors**

Group A: Valetta Lawrence **RN, BScN, MHS**

Group B: Madge Applin **RN, BN**

Groups C: Arlene Starkes **BSc, BNRN**



# Nursing 191 Nursing Practice I

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**NURSING 191**  
**NURSING PRACTICE I**  
**COURSE OUTLINE**

**CALENDAR STATEMENT**

**Nursing 191 - Nursing Practice I \*4** (2 lab-1 seminar-15 clinical) in 4 weeks.

Beginning nursing practice with a focus on health promotion and interaction with clients across the lifespan in a variety of non-traditional settings.

Pre-requisite: NURSING 190.

**COURSE HOURS**

Lab: 8 hours      Seminar: 4 hours      Clinical: 60 hours

Rooms will be identified on the timetable. Some seminar time is also used as an opportunity to meet with the Tutor about the written assignments or clinical experiences. Please see timetable for specific details pertaining to this course.

**COURSE DESCRIPTION**

This course will introduce students to beginning nursing practice in the community. The focus is on health promotion and on providing opportunities for students to develop communication skills and establish helping relationships. Nursing practice will include selected assessments of healthy individuals across the lifespan in the context of family within a community.

**COURSE OBJECTIVES**

**LEVELS OF INDEPENDENCE**

In evaluating objectives, the following levels of independence will be used:

**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:** clinical tutor tells student what to do, about steps to take

**Information:** clinical tutor tells student specifics about a concept, topic

**Clarification:** clinical tutor, through questioning and feedback, assists the student to state their information in a different and clearer way, often with more details. Student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base.

**Prompting:** clinical tutor provides 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:** clinical tutor provides positive feedback for correct information and direction provided by the student

**Consultation:** student provides clinical tutor 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 clinical tutor now and then

## OBJECTIVES

Overarching statement:

Students are responsible to familiarize themselves with *Graduate Competencies and Year-End Outcomes (with Cross Reference to Courses) 2012-2013*. Attention must be given to the competencies that are identified as being relevant to Nursing 191.

Students must regularly refer to the document entitled *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*. Attention must be given to the Year 1 column. This document serves as a basis for the evaluation of students' clinical practice.

**Note: Both of the above documents can be found in the Student Handbook.**

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

- College and Association of Registered Nurses of Alberta (CARNA) Nursing Practice Standards (2003) and all other CARNA standards.
  - Canadian Nurses Association (CAN) Code of Ethics for Registered Nurses (2008)
1. Demonstrate with assistance, the processes of self-directed learning, critical thinking, and group process in context-based learning and in a variety of community settings.
  2. Demonstrate with assistance, the ability to practice in accordance with Year 1 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*.
  3. Demonstrate with assistance, the ability to use professional and therapeutic communication skills to collaborate with clients across the lifespan.
  4. Demonstrate with assistance, the ability to use professional communication skills with colleagues, professionals, and other individuals encountered in the practice environment(s).
  5. Demonstrate with assistance, the ability to establish a helping relationship with clients.
  6. Demonstrate with assistance, the ability to engage in health promoting activities with clients.
  7. Demonstrate with assistance, the ability to conduct selected assessments with healthy individuals across the lifespan in the context of family within a community.
  8. Demonstrate with assistance, the ability to engage in evidence-based practice.
  9. Demonstrate the ability to integrate knowledge into clinical practice.

## **TUTOR INFORMATION**

### Group A

Valetta Lawrence

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### Group B

Madge Applin

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### Groups C

Arlene Starkes

Work Number: 780-791-8987

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### **Office Hours:**

Due to variations in clinical schedules, tutors are available for student consultation, in office, from Monday to Friday. Please contact your Tutor or the Nursing Office at (780) 791-4889 to arrange a time.

## **NURSING PROGRAM POLICIES**

Students must be familiar with all Nursing Program Policies. Refer to Keyano College Nursing Program: Student Handbook for Specific Nursing Program policies and to Keyano College Calendar for general College policies. See Appendix A for policies and procedures pertaining to Student Rights and Responsibilities, Misconduct, and Discipline.

## **NURSING PRACTICE ATTIRE**

Students must adhere to the Keyano College Nursing Program Policy on Clinical Attire. This policy is outlined in the Keyano College Nursing Program: Student Handbook. Students must abide by the dress code of the particular Agency where their clinical experience is taking place. Remember to dress appropriately and professionally for presentations. Business casual attire is acceptable; and does not include jeans, sweat pants, shorts, open toed shoes and low cut tops. Keyano College ID and student nametags must be worn at all times.

## **CHEATING AND PLAGIARISM**

All work must be original. Cutting and pasting from work done in a previous course is considered cheating/plagiarism.

## **CLINICAL CLEARANCE**

Prior to the beginning of this course all students must show instructors their clinical clearance cards. Any student who does not have a valid and complete card will not be permitted in the clinical practice setting. Similarly, any student who has not submitted a clear criminal record check or evidence of current CPR will not be allowed into the clinical practice setting.

## **CLINICAL ABSENCE**

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

- The student will contact their assigned Agency;
- The student will contact the Nursing Office at 791-4889 and leave a message;
- The individual instructor will advise students if and how he/she wishes to be contacted, including the number; and
- The instructor may advise the student to contact the Keyano College Health Nurse at 791-4808.



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

- The student will contact their assigned Agency;
- The student will contact the Nursing Office at 791-4889 and leave a message; and
- The individual instructor will advise students if and how he/she wishes to be contacted, including the number.

Students not following the above requirements will be considered absent without leave and abandoning their clients/patients; this may result in clinical failure.

## **SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE**

### **DISABILITY SUPPORT SERVICES: LEARNER ASSISTANCE PROGRAM**

If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counselor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. The Disabilities Counselor can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

### **SPECIALIZED SUPPORTS AND DUTY TO ACCOMMODATE**

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

## **OVERVIEW OF LEARNING EXPERIENCES**

### **COURSE/CLINICAL ORIENTATION**

Please see the timetable for time and location for the course and clinical orientation.

### **NURSING PRACTICE: COMMUNITY AGENCIES**

Nursing 191 nursing practice will take place in a variety of community agencies. Students will work in assigned groups and participate in designated agency activities.

Many components will make up this nursing practice experience. Students will be expected to:

1. Complete 60 clinical hours in an assigned Agency.
2. Maintain a daily Clinical Log confirming attendance at the designated community agency. The student must have each clinical attendance confirmed by an agency representative.
3. Participate in Agency activities.
4. Develop knowledge of the role the community agency plays in the health of individuals, families and communities.
5. Incorporate the relevant developmental considerations in planning interactions with the Community Agency population.
6. Write a paper using APA format detailing the assessment (see guidelines under Required Learning Experiences and Evaluation below).

### **LABS**

Please see timetable regarding scheduled lab topics, times and location.

Lab Topics include:

1. Community Assessment: The Windshield Survey Data Collection Tool
2. Nutritional Assessment
3. Exploration of Culture

## SEMINARS

Please see the timetable regarding seminar times. The focus of these seminars will revolve around topics related to the course content and provide an opportunity to meet individually with the Tutor. At the beginning of the course, the Tutor will provide more specific details.

## **REQUIRED LEARNING EXPERIENCES & EVALUATION**

In order to pass Nursing 191, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences and assignments.

*Students must receive a passing grade (C-) in the ENP (Evaluation of Nursing Practice) for successful completion of this component of Nursing 191.*

METHOD OF EVALUATION	DATES	PERCENTAGE OF FINAL GRADE
<b>Scholarly Paper</b>	November 26 2013	<b>30%</b>
<b>Evaluation of Nursing Practice</b>	December 5, 2013	<b>70%</b>
<b>TOTAL</b>		<b>100%</b>

### PLEASE NOTE:

In order to pass Nursing 191, students must:

- a. Demonstrate safe, knowledgeable, and ethical behaviors expected of a professional in all nursing practice, and lab settings; and
- b. Complete all the specified learning experiences and assignments.

## **SCHOLARLY PAPER (30%)**

Write a scholarly paper, using APA format, presenting an assessment of the Agency population, including culture, identifying health concerns and health risks, and identifying and discussing opportunities for health improvement. The paper should be a maximum of 10 pages, excluding references and appendices. The assignment is due on November 26, 2013 at 1200 hours. Papers are to be handed in to the Nursing Office.

The paper shall include the following components:

- 1) Assessment of the agency population. Use the Windshield Survey Worksheet to document the assessment findings. This completed Windshield Survey Worksheet should be included as an Appendix. A summary of the information collected; identifying and describing the population; and describing the methods used (i.e., observation, interviewing) to obtain data, including who the data was collected from should be presented in the body of the paper.
- 2) Reflecting on your definition of culture discuss the culture of the Agency population. How has your reflection on and your current understanding of culture influenced your view of the Agency population? Consider how the culture of the Agency population may influence the health of the population, access to health services, and determinants of health.
- 3) Identify the health concerns of the agency population and identify the health risks of the agency population;
- 4) Identify and discuss opportunities for improving the health of the agency population.

Paper copies of reference articles used in the paper must be submitted with the paper. The articles must be personalized and areas highlighted with additional comments. These articles will be returned to the student.

The Grading Guide can be found in Appendix E.

## **EVALUATION OF NURSING PRACTICE (ENP) (70%)**

In order to pass Nursing 191 the student must receive a passing grade in the evaluation of their nursing practice.

Weekly self-reflection related to the course objectives will be required from students. Weekly anecdotal notes will be documented by the instructor, discussed with the student, and signed by both the instructor and the student. Written self-reflection will also be required as part of the final ENP.

### **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. Tutors will evaluate how students have shown reflective practice by asking questions throughout the course and during final evaluations.

Students are highly encouraged to journal their clinical experiences and reflect on their nursing practice throughout the course. Confidentiality **MUST** be maintained. Do not breach client confidentiality when describing a clinical incident.

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

- Journaling is **NOT** an exercise to document a day in clinical.
- Describe in detail a significant experience that you had during your week. Include thoughts, feelings, and perceptions.
- Reflect on the experience. 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 (i.e. peer) about this incident in order to improve nursing practice.

- Critical self-reflection should include evidence from the literature.

#### Student Preparation for their Final Evaluation:

The written final summative self-evaluation will be completed (See Appendix C) and submitted to the Tutor by 1200 hours, **December 2, 2013**. This final summative evaluation must include:

1. All six (6) section of the ENP must be completed and include examples of what you did during your clinical experience that shows how you met the course objectives and the ENP criteria. Critical self-reflection, using the Guidelines for Critical Self-Reflection outlined on the previous page, should be used to support your examples. Articles, personalized and areas highlighted with additional comments, must be submitted with the ENP. These articles will be returned to the student during their final evaluation.
2. The student must assign themselves a final mark based on their own Evaluation of Nursing Practice (ENP). Students should come to the final evaluation meeting prepared to justify this mark.

Evaluations may be supplemented with input from the Agency and the clients. (See Appendix B for Community Agency Evaluation).

The final clinical evaluation will be scheduled by the Tutor during the last week of the course. Times will be organized with students. The Tutor and student will review the self-evaluation together and the Tutor's written evaluation and final clinical grade will be added to the student's self-evaluation. Final course marks will be calculated based on the Keyano College Four Point Grading Scale (See Appendix D).

**PLEASE NOTE:** Students are to complete an on-line course evaluation for Nursing 191. Student feedback is important to ensure continued provision of high quality education in the baccalaureate program. The survey can be access by following this link:  
<http://www.surveyfeedback.ca/surveys/wsb.dll/s/1g93a> The evaluation can also be accessed through Moodle.

## **REQUIRED RESOURCES**

- Required texts from other nursing courses.
- College and Association of Registered Nurses of Alberta (CARNA) Nursing Practice Standards (2003). To review this document go to [http://www.nurses.ab.ca/Carna-Admin/Uploads/new\\_nps\\_with\\_ethics.pdf](http://www.nurses.ab.ca/Carna-Admin/Uploads/new_nps_with_ethics.pdf)
- College and Association of Registered Nurses of Alberta (CARNA), Entry to Practice Competencies for the Registered Nurses Profession (2006). Refer to Keyano College Student Handbook Nursing Program Policies for printed version or go to <http://www.nurses.ab.ca/pdf/Entry-to-Practice%20competencies.pdf>
- The CNA Code of Ethics for Registered Nurses (2008) Canadian Nurses Association (CNA), Code of Ethics for Registered Nurses (2008) guides nursing practice and must be reflected in all components of Nursing 191 and evidenced in the Evaluation of Nursing Practice (ENP). Refer to Keyano College Student Handbook Nursing Program Policies for printed version or go to [http://www2.cna-aiic.ca/CNA/documents/pdf/publications/Code\\_of\\_Ethics\\_2008\\_e.pdf](http://www2.cna-aiic.ca/CNA/documents/pdf/publications/Code_of_Ethics_2008_e.pdf)

**Appendix A**  
**Students' Rights & Responsibilities, Misconduct & Discipline and Student**  
**Appeal Process**

**Students' Rights**

1. The student has the right to be given a written outline at the beginning of the course, which states the objectives and the content of the course, and the instructor's expectations regarding attendance, evaluation, and major assignments.
2. The student has the right to notification of major changes regarding classroom procedures and the right to be notified, whenever possible, of class cancellations, time or location changes prior to the class meeting.
3. Where course content allows, the student has the right to reasonable freedom of opinion and expression in the classroom, in assignments, and in exams.
4. The student has the right to be assured that changes to the length of the program subsequent to his/her will not extend the program beyond the time specified upon enrolment.
5. The student has the right to seek counseling and academic advising concerning program and graduation requirements, academic regulations, admissions, and transfer, such counseling and advising will occur within reasonable time fame.
6. The student has the right to expect faculty members to be available for assistance outside of scheduled classes at a time that is mutually agreeable (and preferably during the instructor's regularly scheduled office hours).
7. The student has the right to confidentiality of his/her records including scholastic transcripts, health records, performance appraisals or critiques. Such documentation shall not be released to third parties without the written permission of the student except where the release of such information without permission is necessary for complying with any legal obligations imposed upon the College or their release is necessary for the protection of the health and safety of the students and staff of the College.



8. The student has the right to view any record in his/her official College file and the right to add documents to the file, which might refute the contents of documents of a disparaging nature.
9. The student has the right to proper and impartial evaluation of his/her performance and the right to request a re-evaluation within time lines and procedures established by the College. The student has the right to be informed of how evaluation results will be conveyed to him or her and the appropriate timelines within which to expect such results.
10. The student has the right to accurate information pertaining to program or course information and College academic regulations including the institutional definition of plagiarism and other forms of academic misconduct.
11. The student has the right to have appeal policies and procedures printed in the College calendar and the right to know how to deal with situations that appear unjust.
12. The student has the right to freedom from being subjected to physical, verbal, mental, or sexual harassment including any indignity, injury, violence, or unfair accusation and is dealt with in accordance with the Rights' Policy of Keyano College.

### **Students' Responsibilities**

1. The student has the responsibility to respect the rights of fellow students, faculty, administrators and other persons associated with the College.
2. The student has the responsibility to respect other people right to health, security, personal preferences and freedom of expression and to be familiar with the Individual Rights' Policy of this institution.
3. The student has the responsibility to refrain from threatening to subject or subjecting any person to physical, verbal, mental, or sexual harassment including any indignity, injury, violence, or unfair accusations.
4. The student has the responsibility to observe College and relevant government regulations, policies and procedures regarding responsible conduct within the College environment including conduct toward students, faculty, staff, administrators and property.

5. The student has the responsibility to be conversant with course content and organization, course methodology and course evaluation methods even when he/she is absent from particular classes.
6. The student has the responsibility to respect the faculty member's right to determine course content. Course objectives, methodology, and evaluation.
7. The student has the responsibility to respect the faculty member's right to set deadlines for assigned work, to expect assignments to be submitted at the times specified and to establish penalties for failure to comply with deadlines. The student further has the responsibility to familiarize him/herself with the expected times and methods used to convey results of assignments, examinations or other evaluations or decisions and to know the timelines set for appeal of same.
8. The student has the responsibility to conduct him/herself in an appropriate manner and to dress in a manner that reflects the safety requirements of the course consistent with the health and safety practices of his/her chosen field of study.
9. The student has the responsibility to refrain from unduly disturbing, disrupting or otherwise interfering with studies, laboratories, lectures, work or other activities of fellow students or staff.
10. The student has the responsibility to familiarize him/herself with academic regulations, graduation requirements, and/or program completion requirements.
11. The student has the responsibility to communicate with faculty members or counselors to attempt to resolve academic and/or personal problems he/she may encounter.
12. The student has the responsibility to know the consequences of plagiarism, fraud, deceit, and/or other forms of academic and non-academic dishonesty.
13. The student has the responsibility to know and to comply with college policy as well as the policy of any employer, or host organization of practicum or clinical activities when the student is involved in placement, site visit, coop or clinical placement on that employer's work site.

## **Students' Misconduct and Discipline Policy**

The Students' Misconduct and Discipline Policy identifies two types of student misconduct Academic and Non-Academic.

### Academic Misconduct includes:

- Plagiarism or the submission of another person's work as one's 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.

### Non-Academic Misconduct includes:

- Disruption of any college activity.
- Damage to or destruction of the property of the College, its staff students or visitors
- Threats of any kind
- Physical or verbal abuse
- Theft
- Unsafe practices, whether the risk is to oneself or others
- Alcohol or drug abuse
- Harassment
- Violation of confidentiality requirements of the occupation or profession for which the student is being trained.

Penalties for either academic or non-academic misconduct range from verbal reprimand to dismissal from the college.

For full text of the Students' Misconduct and Discipline Policy, visit Student Services for a copy of the document or access it in the Keyano College calendar or on the Keyano College website.

## **Student Appeal Procedure**

Students have the right to appeal final grades, disciplinary actions or other decisions that students feel violate their rights according to the Students' Rights and Responsibilities.

There are three possible stages to any appeal:

**Stage One:** Appeal to Division

**Stage Two:** Mediation

**Stage Three:** Student Appeal Committee

As time is a consideration in the appeal process, please consult the Student Appeal Procedure by obtaining a copy of the document in Student Services or by accessing it in the Keyano College calendar or on the Keyano College website.

**Appendix B**  
**Community Agency Evaluation Form**

		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1.	Demonstrate with assistance, the processes of self-directed learning, critical thinking, and group process in a community setting.					
2.	Independently demonstrates accountability and accepts responsibility for own actions, and decisions, including personal safety.					
3.	Independently demonstrates responsibility in completing assigned work and communicating about work completed and not completed.					
4.	Demonstrate with assistance, the ability to use professional and therapeutic communication skills to collaborate with clients appropriate for the age group within the Agency.					
5.	Demonstrate with assistance, the ability to use professional communication skills with colleagues, professionals, and other individuals encountered in the practice environment.					
6.	Demonstrate with assistance, the ability to establish a helping relationship with clients.					
7.	Demonstrate with assistance, the ability to engage in health promoting activities with clients.					
8.	Demonstrate with assistance, the ability to conduct selected assessments with healthy individuals across the lifespan in the context of family within a community.					
9.	Demonstrate the ability to integrate knowledge into clinical practice.					

Comments:

\_\_\_\_\_

\_\_\_\_\_

Name of Agency: \_\_\_\_\_

Signature of Agency Representative: \_\_\_\_\_

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

**Appendix C**  
**Evaluation of Nursing Practice (2013)**

STUDENT'S NAME (Print): \_\_\_\_\_

TUTOR'S NAME (Print): \_\_\_\_\_

*\*Student's overall performance will be assessed in each of the six categories.*

Excellent	Very Good	Good	Expected/ Satisfactory	Fail
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**Excellent**

Student meets the objectives at a "Level of Independence" greater than identified on the ENP, all of the time.

**Very Good**

Student meets the objectives at a "Level of Independence" greater than identified on the ENP, the majority of the time.

**Good**

Student meets the objectives at a "Level of Independence" greater than identified on the ENP some of the time.

**Expected/Satisfactory**

The student meets the objectives at a "Level of Independence" required on the ENP.

**Fail**

Student fails to meet the objectives at a "Level of Independence" required on the ENP.

**RC = Relevant Competency** Please refer to the Graduate Competencies and Year End Outcomes Condensed Version 2012-2013 (Approved May 2012)

## LEVEL OF INDEPENDENCE

In evaluating (clinical performance) objectives, the following levels of independence will be used:

**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.

*\* The student must demonstrate progression in levels of independence in meeting the requirements as outlined in the ENP during this clinical experience.*

### Definition of terms:

**Direction:** tutor tells student what to do, about steps to take

**Information:** tutor tells student specifics about a concept, topic

**Clarification:** tutor, 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:** tutor provides 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:** tutor provides positive feedback for correct information and direction provided by the student

**Consultation:** student provides tutor 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 tutor now and then

RELATED COURSE OBJECTIVE: Demonstrate, with assistance the ability to practice in accordance with Year 1 competencies, as described in the document entitled: <i>Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013.</i>						
RC	1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY					
1.1	1.1 Presents a professional image.					
1.1	1.2 Demonstrates accountability for making decisions and the outcomes of those decisions.					
2.1	1.3 Uses effective time management strategies in coordinating care, organizing workload, and setting priorities.					
3.1	1.4 Demonstrates the ability to practice safely and within the limits of own competence and knowledge.					
1.1	1.5 Demonstrates initiative and responsibility to accurately assess and meet own learning needs and implements learning goals to maximize and or improve nursing care.					
3.1 4.1 16.1	1.6 Ensures personal, client and colleague safety by practicing within the policies and procedures of the agency/organization.					

**RELATED COURSE OBJECTIVES :**

Demonstrate, with assistance, the ability to conduct selected assessments with healthy individuals across the lifespan in the context of family within a community.

Demonstrate, with assistance, the ability to use professional and therapeutic communication skills to collaborate with clients across the life span.

Demonstrate, with assistance, the ability to use professional communication skills with colleagues, professionals, and other individuals encountered in the practice environment(s).

Demonstrate, with assistance, the ability to engage in health promoting activities with clients.

Demonstrate, with assistance, the ability to engage in evidence-based practice.

Demonstrate the ability to integrate knowledge into clinical practice.

<b>RC</b>	<b>2. KNOWLEDGE - BASED PRACTICE</b>					
<b>10.1</b>	2.1 Applies a critical thinking approach to nursing.					
<b>5.1</b>	2.2 Engages in strategies for social and political action at a beginning level.					
<b>10.1</b> <b>18.1</b>	2.3 Uses credible and evidence informed theory and resources to provide competent care.					
<b>19.1</b> <b>23.1</b>	2.4 Identifies appropriate nursing diagnoses from relevant assessment data, sets goals, develops plans for care, and evaluates outcomes.					
<b>15.1</b>	2.5 Uses principles of primary health care in delivery of care at a beginning level.					
<b>17.1</b>	2.6 Engages in health promoting activities with clients.					
<b>18.1</b>	2.7 Makes appropriate judgments and sound decisions in management of care based on clear and accurate understanding of rationale for care, best practice guidelines and research.					
<b>7.1,</b> <b>8.1,</b> <b>17.1</b>	2.8 Develops a knowledge base from nursing and other disciplines concerning current health care issues (e.g. the health care needs of older people, and /or children, health promotion, addictions, harm reduction, and chronic disease management).					
<b>27.1</b>	2.9 Uses appropriate lines of communication to report significant issues or concerns related to delivery of nursing care and patient / client outcomes.					
<b>24.1</b> <b>35.1.1</b>	2.10 Produces clear, timely, relevant, and thorough charting / documentation.					



**RELATED COURSE OBJECTIVE**

Demonstrate, with assistance, the ability to practice in accordance with Year 1 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*.

Demonstrate, with assistance, the ability to establish a helping relationship with clients.

RC	3. ETHICAL PRACTICE					
25.1 26.1	3.1 Provides nursing care that respects professional boundaries, and individual rights such as informed consent, confidentiality, client autonomy, and advocacy.					
25.1 26.1	3.2 Demonstrates respect for cultural, spiritual, and individual values, beliefs, and perspectives of peers, colleagues, and clients.					
25.1	3.3 Identifies potential effect(s) of own values, beliefs, and experiences on relationships with clients, and uses this self-awareness to provide competent care.					
25.1	3.4 Establishes therapeutic and caring relationships with clients.					

**RELATED COURSE OBJECTIVE**

Demonstrate, with assistance the ability to practice in accordance with Year 1 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*.

RC	4. SERVICE TO PUBLIC					
27.1	4.1 Demonstrates skills for collaborative team work, including knowledge of scope of practice.					
28.1 29.1	4.2 Demonstrates beginning leadership, management, and administration skills.					

**RELATED COURSE OBJECTIVE:**

Demonstrate, with assistance the ability to practice in accordance with Year 1 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*.

RC	5. SELF-REGULATION					
31.1	5.1 Demonstrate beginning understanding of the CARNA practice standards and competencies in relation to the development of own nursing practice.					

**RELATED COURSE OBJECTIVE:**

Demonstrate, with assistance, the processes of self-directed learning, critical thinking, and context-based learning in a variety of community settings.

RC	6. CONTEXT BASED LEARNING					
33.1.1	6.1 With assistance, directs own learning.					
33.1.2	6.2 With assistance, uses critical thinking skills to facilitate learning of the group.					
33.1.3	6.3 With assistance, effectively uses group process to facilitate learning of the group.					
34.1.1	6.4 With assistance, identifies own reactions to, and selects appropriate strategies to deal with, ambiguity and diversity.					

*Nursing 191 Evaluation of Nursing Practice Summary Comments*

**MID-TERM COMMENTS:**

1. Professional Responsibility and Accountability
  
2. Knowledge-Based Practice
  
3. Ethical Practice
  
4. Provision of Service to Public
  
5. Self-Regulation
  
6. Context-Based Learning

Mid-term Recommendations for clinical performance development:

**Mid-term:**

**Student's Name**                      **Signature** \_\_\_\_\_ **Date**

**Tutor's Name**                      **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.*

*Nursing 191 Evaluation of Nursing Practice Summary Comments*

**FINAL COMMENTS:**

1. Professional Responsibility and Accountability
2. Knowledge-Based Practice
3. Ethical Practice
4. Provision of Service to Public
5. Self-Regulation
6. Context-Based Learning

**Final Evaluation:**

**Student's Name**                      **Signature** \_\_\_\_\_ **Date**

**Tutor's Name**                      **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.*

**Appendix D**  
**Keyano College - Four Point Grading Scale**

Keyano College's four-point system will be used for final course grades.

<b>Descriptor</b>	<b>Alpha Grade</b>	<b>4.0 Scale</b>
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
Fail	F	0.0

\* Please note that a progression grade of C- for all nursing and University Studies courses and an overall yearly GPA of 2.0 is required for all students to progress to the next year.

**Appendix E**  
**Grading Guide – Scholarly Paper**

<b>Grade</b>	<b>Status</b>	<b>Criteria</b>
<b>A+, A</b>	Excellent	Exemplary integration of research-and non-research-based literature in developing, analyzing, and synthesizing ideas. Creativity is reflected. Extraordinary writing ability demonstrated. A concise, logical, well-organized assignment. Format requirements are met.
<b>A-</b>	Excellent	Excellent integration of research-and non-research-based literature in developing and analyzing ideas. Some creativity reflected. Excellent writing ability demonstrated. A concise, logical, well-organized assignment. Format requirements are met.
<b>B+, B</b>	Good	An attempt to integrate research-and non-research-based literature; however, ideas are not fully developed with minimal analysis. The demonstration of creativity is minimal. Minor revisions required with respect to presenting ideas in a concise, logical, and well organized manner. Minor format revisions are required.
<b>B-</b>	Good	Presents a review of research-and-non-research-based literature. Ideas are not fully developed or analyzed. Revisions required with respect to presenting ideas in a concise, logical, and well-organized manner. Format requirements are inconsistently met.
<b>C+, C</b>	Satisfactory	Demonstrates superficial research. General content areas identified. Minimal development of ideas, structure, organization and creativity. Definite revisions called for with respect to flow of ideas and grammatical errors. Limited application of required format.
<b>C-</b>	Satisfactory	Demonstrates marginal research. Lacks structure and organization of ideas. Major revisions called for with respect to flow of ideas and grammatical errors. Limited application of required format.
<b>D+</b>	Poor	Demonstrates poor research. Minimal structure and poor organization of ideas. Major revisions called for with respect to flow of ideas and grammatical errors. Limited application of required format.
<b>D</b>	Minimal Pass	Content requirements not researched or addressed. The assignment has no structure or organization. Ideas are not logically or clearly presented. Consistent errors in grammar, and format.
<b>F</b>	Fail	Paper is plagiarized or not handed in.

Adapted with permission from the University of Alberta, Faculty of Nursing, revised by Mary Boyer, 2007



This course outline has been reviewed and approved by the Program Chair.

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*Valetta Lawrence*, Instructor

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*Madge Applin*, Instructor

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*Arlene Starkes*, Instructor

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Bev Maron, Chair

Date Authorized

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Guy Harmer, Dean

Date Authorized

**Signed copies to be delivered to:**

Instructor

Registrar's Office