



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

COURSE SYLLABUS

**NURSING 291
NURSING PRACTICE III**

October 27, 2014 – December 12, 2014

Tutors:

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Donna MacDougall BScN, RN, MN (Group B)
Instructor X (Group C)
Instructor Y (Group D)

R: 2014/05

**NURSING 291
Course Outline**

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**NURSING 291
NURSING PRACTICE III
COURSE OUTLINE**

CALENDAR STATEMENT

NURS 291 Nursing Practice III *7 (fi 14) (either term, 3-25c-3 in 7 weeks).

Practice focuses on restoration, rehabilitation and support (including health promotion and disease prevention) of clients with chronic and less acute variances in health across the life span. Practice occurs primarily in primary-level acute care centers and continuing care agencies.

Pre-requisites: NURS 290

COURSE HOURS

LEC: 0 SEM: 21 LAB: 21 CLINICAL: 175

COURSE DESCRIPTION

This course will provide opportunities for students to continue to participate in health promotion and primary prevention activities while focusing on restoration, rehabilitation and support. Nursing practice will include health assessment and intervention with clients with less acute and chronic variances in health. The student will experience nursing practice over a continuous block of time in institutional settings providing primary care. Examples include medical/surgical units, day or short stay surgery, sub-acute units, continuing care or rehabilitation units.

TUTOR INFORMATION

Group A

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Group B

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Group C

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Group D

Phone (Office)
e-mail

Tutors are available for student consultation in their office the day after the students' weekly clinical rotation. Please see timetable for consultation hours. If the day after the clinical rotation occurs on a weekend or statutory holiday, then tutors will be available on the next business day. Please contact your tutor or the Nursing Office (780-791-4889) to arrange a specific time.

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 what steps to take.

Information: Clinical tutor tells student specifics about a concept or 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. The 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: The student provides clinical tutor with information and/or direction and asks specific questions about the information or direction which the tutor confirms.

Occasional: The clinical tutor provides input every now and then.

OBJECTIVES

Overarching statements:

Students are responsible to familiarize themselves with *Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2014-2015*. Attention must be given to the competencies that are identified as being relevant to NURS 291.

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

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

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

In addition to maintaining competency with previous course objectives, upon completion of Nursing 291, the nursing student will be able to:

1. Demonstrate, with minimal assistance, the processes of self-directed learning, critical thinking, and group process in utilizing context-based learning, in all learning activities.
2. Demonstrate, with assistance or minimal assistance, the ability to practice in accordance with Year 2 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2014-2015*.
3. Demonstrate, with assistance or minimal assistance, the ability to use professional and therapeutic communication skills to collaborate with clients experiencing chronic or less acute variances in health across the life span in primary-level acute centres and continuing care agencies.
4. Demonstrate, with minimal assistance, the ability to manage health promotion and prevention activities using advanced therapeutic/interpersonal communication skills, health counseling skills, and teaching and learning principles.
5. Demonstrate, with minimal assistance, the ability to perform intermediate health assessments skills with healthy individuals across the lifespan in the context of family within a community.
6. Demonstrate, with minimal assistance, the ability to engage in evidence-based practice.
7. Demonstrate the ability to integrate knowledge into clinical practice.

NURSING PROGRAM POLICIES

Please refer to University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook (2014-2015) for specific Nursing Program policies and to Keyano College Calendar for general College policies.

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

LATE POLICY FOR ASSIGNMENTS

All assignments are to be submitted as indicated in the syllabus and timetable. Extensions on assignments may be granted; however, must be negotiated with the tutor prior to the due date and with a date specified for late submissions. Assignments not submitted on the day and time specified will incur a 5% deduction per day including weekends. This will be applied each day until the assignment is received by the instructor. Students can submit assignments by e-mail on weekends, but must provide a paper copy on the first day following the weekend.

SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE

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. We can be of assistance to you in disclosing your disability to your tutor, 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

CLINICAL PRACTICE

In order to pass Nursing 291, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences.

Components of this continuous 7-week experience will include:

- A week of Labs as outlined under the 'Lab' section.

- A scheduled nursing practice experience each week in the clinical setting. Clinical rotation will commence on week two. Clinical rotation will include eight (8) and twelve (12) hour day shifts each week and client research will take place on the day prior to the scheduled shift. Please see timetable for dates and times.
 1. Research will prepare the student to provide safe, knowledgeable, ethical care and is essential to successful completion of this course.
 2. Complete research on assigned client(s) to include a detailed plan of care consisting of nursing diagnosis, goals, interventions and rationale for intervention. If caring for a client for more than one day, update client information/assessment and nursing care plan on each successive day with the client. Plan of Care for clients are to be submitted to the tutor for review following pre-conferences.
 3. Perform initial and ongoing assessments on all assigned clients.
 4. Document client care in a draft form for review by the tutor prior to documenting in the client's chart.
 5. Participate in a perioperative experience.

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

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

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

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

- The student will contact their assigned unit;
- The student will contact the Nursing Office at 791-4889 and leave a message;
- The individual tutor will advise students on tutor contact preference.

LABS

Labs will be completed in the first week of Nursing 291. It is the expectation that the knowledge and skills obtained from the Nursing 291 labs will be incorporated into your Nursing 291 clinical rotation. It is an expectation that you read all the required material in preparation for the labs; this ensures more time to practice the skill portion of the lab. Please see timetable for dates and times.

The following labs will be covered:

- Oxygen therapy

- Perioperative Care
- Catheterization/GU Assessment
- Hypodermoclysis
- IV Therapy
- Documentation

SEMINARS

Please see the timetable regarding seminar times. These seminars will be student led and revolve around topics related to clinical experiences.

OVERVIEW OF COURSE EVALUATION

In order to pass Nursing 291, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences and assignments.

Students must receive a grade of 60% to pass N291. As well, students must receive an Expected/Satisfactory rating in each of the six (6) categories on the ENP. (see Appendix A for more detail)

METHOD OF EVALUATION	DATES	PERCENTAGE OF FINAL GRADE
Medication Administration Safety Screen Exam (MASS) – Pass/Fail October 29th, 2014 0900 – 0930		
Theory Exam	December 3, 2014	30%
Evaluation of Nursing Practice	December 12, 2014	70%
TOTAL		100%

MEDICATION ADMINISTRATION SAFETY SCREEN (MASS)

It is mandatory that all students in Nursing 291 submit completed Medication Calculation questions in Chapter 8 up to and including page 208 in the textbook:
Predham, B & Buchholz, S. (2010). *Henke's med-math: First Canadian edition*. Philadelphia,

PA: Lippincott.

Completed questions are to be handed in on **Tuesday, October 28, 2014**. In addition, please review chapters 1 through 7, 12 and 13 in preparation for MASS exam.

The MASS Exam is scheduled to be written on **October 29, 2014, at 0900 – 0930 hours**. Students may use a basic calculator in the exam. The pass mark is 90%. Refer to course timetable for location. Any required changes in time/room number will be communicated on Moodle.

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

Students who are unsuccessful will be given the opportunity to write one (1) supplemental exam, which must be completed within one week. If necessary, the student and the tutor will schedule the MASS re-write in the Skill Centre at a mutually agreed time within a minimum of one (1) day and a maximum of one (1) week.

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

Students who are unsuccessful in the supplemental exam will be required to withdraw from Nursing 291.

THEORY EXAM

Exam will take place on **December 3, 2014 at 0900 - 1130 hours**. Refer to course timetable for location. The Exam will consist of 80 multiple choice questions and will integrate information from the lab sessions.

EVALUATION OF NURSING PRACTICE

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

- This will be accomplished through observation, assessment, and evaluation of the student during nursing practice. Evaluations will be completed by the tutor and may be supplemented with input from peers, staff at NLHC, clients, and other nursing faculty.

- Additionally, preparation and safe clinical knowledge will be assessed through nursing plan of care, as well as through the application of the nursing process (i.e. nursing diagnosis, goals, interventions, and evaluation of client care).
- Students are expected to be prepared for each clinical day by researching procedures, medical conditions, medications etc. prior to providing client care. Required psychomotor skills may also need to be reviewed prior to the clinical experience.
- Students should be prepared to discuss their client plan of care (including the client priority needs, nursing diagnoses, goals, interventions, medications, client teaching plan) with the tutor during pre-conference and during clinical time.

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

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

Students who demonstrate unsatisfactory clinical performance, indicative of clinical failure, will be informed immediately by the tutor. To facilitate progress for the student with unsatisfactory performance, a remedial plan will be developed by the tutor with input by the student within 24 hours after being advised of unsatisfactory performance. Students who do not meet the course objectives will receive a failing course grade.

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

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

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

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 during pre-conferences, throughout the clinical shifts, during post-conferences, and during midterm and final evaluations.

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

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

- 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.

Midterm Evaluations:

Midterm Evaluations will occur during the **week of November 17, 2014**. The tutor and student will meet for the midterm evaluation at a mutually agreed upon time for both the student and tutor. Students must come prepared with the following:

- a. Their strengths and opportunities for improvement documented and be prepared to discuss them. The focus of the midterm evaluation will be reflection on practice and not assessment of grades. No grades will be discussed during midterm evaluations.
- b. One (1) instance of critical self-reflection documented based on their experiences that follow the Guidelines for Critical Self-Reflection outlined on the previous page. Students must also bring personalized article(s) used as evidence in the self-reflection.

Being unprepared for mid-term evaluation will be reflected in the ENP.

Final Written Evaluations:

Final evaluations are scheduled for **December 12, 2014** in the tutor's office. Appointment times will be allotted by the tutor. A final written summative evaluation will be completed by the student and the tutor based on the Evaluation of Nursing Practice (ENP) (**Appendix A**).

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

- a. Completion of each of the six (6) sections of the ENP with examples of how the student met the criteria in each section, as well as the course objectives. Critical self-reflection, using the Guidelines for Critical Self-Reflection outlined on the previous

page, should be used to support your examples. Students must also bring personalized article(s) used as evidence in the self-reflection.

- b. Identification of the grade the student feels they should receive for the course. Students must provide rationale related to the grade that is expected.

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

Please submit to your Tutor, either through e-mail or hard copy, the completed ENP and your personalized article(s) three days prior to your final evaluation or on the date specified on the Timetable.

PLEASE NOTE: Students are to complete an on-line course evaluation for Nursing 291, which can be accessed through Moodle or the following link:

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

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

CODE OF ETHICS

Canadian Nurses Association (CNA), Code of Ethics for Registered Nurses (2008) guides nursing practice and must be reflected in all components of Nursing 291 and evidenced in the Evaluation of Nursing Practice (ENP). Refer to Keyano College Student Handbook Nursing Program Policies 2014-2015) or access in the following link:

<http://www.cna->

[aiic.ca/~media/cna/page%20content/pdf%20fr/2013/09/05/18/05/code_of_ethics_2008_e.pdf](http://www.cna-aiic.ca/~media/cna/page%20content/pdf%20fr/2013/09/05/18/05/code_of_ethics_2008_e.pdf)

College and Association of Registered Nurses of Alberta (CARNA), Entry to Practice Competencies for the Registered Nurses Profession (2013). Refer to Keyano College Student Handbook Nursing Program Policies (2014-2015) or access in the following link:

http://www.nurses.ab.ca/Carna-Admin/Uploads/2013_Entry_to_Practice_Competencies.pdf

REQUIRED TEXTS

All previously required Collaborative BScN Program textbooks will be used during this course.

Appendix A
Nursing 291 Evaluation of Nursing Practice

STUDENT'S NAME (Print): _____

TUTOR'S NAME (Print): _____

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

Excellent (4)	Very Good (3.5)	Good (3)	Expected/ Satisfactory (2.5)	Fail (0)
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- 4: Excellent**
 Student meets the objectives at a “Level of Independence” greater than identified on the ENP, all of the time.
- 3.5: Very Good**
 Student meets the objectives at a “Level of Independence” greater than identified on the ENP, majority of the time.
- 3: Good**
 Student meets the objectives at a “Level of Independence” greater than identified on the ENP some of the time.
- 2.5: Expected/Satisfactory**
 Student meets the objectives at a “Level of Independence” required on the ENP.
- 0: 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).

Failure in any one of the following six sections will constitute a failure in the course. A student must receive 62.5% (15/24) on the ENP in order to pass the course. Each section is worth 4 marks.

- 1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY**
- 2. KNOWLEDGE - BASED PRACTICE**
- 3. ETHICAL PRACTICE**
- 4. SERVICE TO PUBLIC**
- 5. SELF-REGULATION**
- 6. CONTEXT BASED LEARNING**

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.

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 2 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					
1.2	1.1 Presents a professional image.					
1.2	1.2 Demonstrates accountability for making decisions and the outcomes of those decisions.					
2.2	1.3 Uses effective time management strategies in coordinating care, organizing workload, and setting priorities.					
3.2	1.4 Demonstrates the ability to practice safely and within the limits of own competence and knowledge.					
1.2	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.					
3.2 4.2 16.2	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.						
RC	2. KNOWLEDGE - BASED PRACTICE					
10.2	2.1 Applies a critical thinking approach to nursing.					
5.2	2.2 Engages in strategies for social and political action at a beginning level.					
10.2 18.2	2.3 Uses credible and evidence informed theory and resources to provide competent care.					
19.2 23.2	2.4 Identifies appropriate nursing diagnoses from relevant assessment data, sets goals, develops plans for care, and evaluates outcomes.					
15.2	2.5 Uses principles of primary health care in delivery of care at a beginning level.					
17.2	2.6 Engages in health promoting activities with clients.					
18.2	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.
7.2, 8.2, 17.2	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).
27.1	2.9 Uses appropriate lines of communication to report significant issues or concerns related to delivery of nursing care and patient /client outcomes.
24.2	2.10 Produces clear, timely, relevant, and thorough charting / documentation.
35.2.1	

RELATED COURSE OBJECTIVE						
Demonstrate, with assistance the ability to practice in accordance with Year 2 competencies, as described in the document entitled: <i>Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013</i> .						
RC	3. ETHICAL PRACTICE					
25.2 26.2	3.1 Provides nursing care that respects professional boundaries, and individual rights such as informed consent, confidentiality, client autonomy, and advocacy.					
25.2 26.2	3.2 Demonstrates respect for cultural, spiritual, and individual values, beliefs, and perspectives of peers, colleagues, and clients.					
25.2	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 2 competencies, as described in the document entitled: <i>Graduate Competencies and Yea-End Outcomes Condensed Version 2012 – 2013</i> .						
RC	4. SERVICE TO PUBLIC					
27.2	4.1 Demonstrates skills for collaborative team work, including knowledge of scope practice.					
28.2 29.2	4.2 Demonstrates beginning leadership, management, and administrative skills.					
RELATED COURSE OBJECTIVE:						
Demonstrate, with assistance the ability to practice in accordance with Year 2 competencies, as described in the document entitled: <i>Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013</i> .						
RC	5. SELF-REGULATION					
31.2	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					
33.2.1	6.1 With assistance, directs own learning.					
33.2.2	6.2 With assistance, uses critical thinking skills to facilitate learning of the group.					
33.2.3	6.3 With assistance, effectively uses group process to facilitate learning of the group.					
34.2.1	6.4 With assistance, identifies own reactions to, and selects appropriate strategies to deal with, ambiguity and diversity.					

Nursing 291 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 291 Evaluation of Nursing Practice

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 B
Keyano College Percentage – Alpha Grading System

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



Nursing 291
Nursing Practice II

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

D. MacDougall, Instructor

V. Lawrence, Instructor

Bev Maron, Chair

Date Authorized

Vincella Thompson, Dean

Date Authorized

Signed copies to be delivered to:

Instructor

Registrar's Office