UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM
KEYANO COLLEGE

COURSE SYLLABUS

NURSING 295

NURSING PRACTICE IV

Autumn-Winter 2014
(October-June 6-22- December-February 21, 2014)

Course Tutors for Groups A & B:
Candi Muise
Nadine Rimmer
Nursing 295: Nursing Practice IV
Course Outline

CALENDAR STATEMENT:
NURS 295 Nursing Practice IV  *7 (fi 14) (either term, 0-3s-28c in 8 weeks;0-1.5s-15c).
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 in homes or in community-based settings.

Prerequisites: NURS 117, 118, 190, 191, 194, 195 and MMID 133. Pre- requisite: NURS 290.

COURSE HOURS:  LEC: 0   SEM: 21   LABS: 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 health across the life-span in child-birth
facilities, homes, community health clinics, schools and other community based settings.
Integration of the concepts of primary health care, health promotion and disease prevention and
determinants of health are examined in the community context.

TUTOR INFORMATION:

Group A:  Candi Muise
           Information TBA

Group B:  Nadine Rimmer
           Phone (office): 792-5701
           Email: Nadine.rimmer@keyano.ca

TUTOR AVAILABILITY:

Given that clinical times vary, office hours are available on a weekly basis. Please see your tutor
for specific hours of availability.
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 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
In addition to maintaining competency with previous course objectives, upon completion of Nursing 295, the nursing student will be able to:

Objectives
Overarching statements:

Students are responsible to familiarize themselves with Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2012-2013, which is available in the student handbook 2013-2014. Attention must be given to the competencies that are identified as being relevant to NURS 295.

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 2 Column. This document serves as the basis for the evaluation of students' clinical practice.

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

1. CARN Nursing Practice Standards (2003) and all other CARN standards

1. Demonstrate, with assistance, the processes of self-directed learning, critical thinking, and group process in utilizing context-based learning, in all learning activities.

2. Demonstrate, with 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 2012-2013.

3. Demonstrate, with minimal assistance, the ability to use professional and therapeutic communication skills to collaborate with healthy clients, clients experiencing chronic or less acute variances in health across the life span in community based setting, homes, and some acute care centres.

4. Demonstrate, with minimal assistance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing chronic or less acute variances in health.

5. Demonstrate, with minimal assistance, the ability to manage health promotion and primary prevention activities using advanced therapeutic/interpersonal communication skills, health counseling skills, and teaching and learning principles.

6. Demonstrate, with minimal assistance the ability to perform intermediate health assessment skills with healthy individuals across the lifespan in the context of family within a community, and demonstrate with assistance the ability to perform basic assessment of the childbearing family.

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

8. Demonstrate the ability to integrate knowledge into clinical practice.
NURSING PROGRAM POLICIES

Please refer to the University of Alberta Collaborative Baccalaureate Nursing Program Keyano College Student Handbook 2013-2014 for specific Nursing Program Policies and to Keyano College Credit Calendar for general college policies and Student Rights, Responsibilities, Misconduct, Discipline, and the Student Appeal Process.

Please see APPENDIX A for Student’s Rights, Responsibilities, Student Misconduct and Discipline and Appeal Process document.

Withdrawal Dates for Classes:

Please refer to Keyano College Credit Calendar for the policy statement on withdrawal date.

Examinations:

Please consult the Keyano College Credit Calendar for the policy statement on examinations.

Please note that examinations begin and end at the scheduled time. Students who arrive late will not be allowed to write the examination if students have already completed the examination and have left the room. Students will not be allowed to leave the classroom during the writing of exams without the permission of the tutor. Students are allowed to leave all jackets, purses, books, bags, eyeglass cases, pencil cases or similar items in their lockers. Any of these items brought to the examination are to be left at the front of the classroom. Students are not allowed to have food or drink in the classroom during exams.

NAME TAG IDENTIFICATION

BScN Nursing Students are required to have a name tag that distinguishes the year of study. Name tags may be purchased from the Nursing Department Office. Each second year name tag will have the Keyano Logo, the student’s first name, BScN Nursing Student, and Second Year. The second year name tags are white background with red printing. Name tags are to be visible and worn on upper chest area only.

ABSENTEEISM:

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

1. The student will contact their assigned unit;
2. The student will contact The Nursing Office at 791-4889 and leave a message;
3. The individual instructor will advise students if and how they wish to be contacted, including the number; and
4. The Instructor may advise the student to contact the Keyano College Nurse at 791-4808.
Note: Students not following these requirements will be considered absent without leave and abandoning their patients, which may result in clinical failure.

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

1. The student will contact their assigned unit;
2. The student will contact the Nursing Office at 791-4889 and leave a message; and

The individual instructor will advise students if and how they wish to be contacted, including the number.

DISABILITIES:

Specialized Supports and 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 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.

REQUIRED LEARNING EXPERIENCES

In order to pass NURS 295, students must: demonstrate safe ethical nursing practice, professional behavior, receive a passing mark in Evaluation of Nursing Practice, and complete all assignments. In addition, students are expected to implement previously learned nursing skills.

Nursing 295 will commence on January 6th, at 0900 hrs.

See Lab Manual on moodle for specific objectives, readings and lab activities.
**Labs**

Labs will be completed in the first week of Nursing 295. It is the expectation that the knowledge and skills obtained from the Nursing 295 lab and all previous nursing labs and courses will be incorporated into Nursing 295 clinical. Please see timetable for labs and review all previous labs.

**Seminars**

Seminars will be student led and revolve around topics related to clinical experiences and school presentations. Please note seminar times in the timetable.

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**CLINICAL – Maternal Child Health & Family Health Service**

*If a student is not adequately prepared for clinical to deliver safe care to clients, the tutor may request the student leave the clinical setting.*

1. During this course, students will have a continuous experience in community-based practice in homes and some acute care settings. Students will participate in nursing care of childbearing families, health promotion programs, prevention programs, birthing and postpartum experiences.

2. Participate in site selected labs

3. Participate in a client experience during birthing, postpartum. If a live birthing experience is not available, a birthing film or simulation will be utilized.

4. Participate in health promotion activities in a public health setting and other community settings as appropriate and organized by instructor.

5. Observe and/or participate during a Well Baby Clinic.

6. Perform an assessment on a newborn.

7. Collaborate with clients, family, nurse, community members and members of other disciplines.

8. Participate in immunization programs.

9. Observe and/or participate during the immediate post-partum home visit.
10. Participate in community support activities organized by your instructor, if available.

11. Observe and/or participate in health team meetings.


**REQUIRED RESOURCES**

All required texts/labs/seminars from previous nursing courses.

**Additional Resources**


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](http://www.nurses.ab.ca/pdf/Entry-to-Practice%20competencies.pdf)

**RECOMMENDED TEXTS**

COURSE EVALUATION

Marking for all course evaluation methods will be based on the Four Point Alpha Marking System found in the student handbook.

OVERVIEW OF COURSE EVALUATION

1. Medication Administration Safety Screen (MASS)  Pass/Fail
2. Evaluation of Nursing Practice (ENP)     70%
3. Clinical Exam        30%
Total                100%

PLEASE NOTE:

**In order to pass NURSING 295 course the student must: a) demonstrate safe, knowledgeable, and ethical behaviors expected of a professional in all nursing practice, clinical labs, and home visit experiences; and b) complete and submit all the specified learning experiences and assignment.

Written assignments will be marked utilizing the marking system enclosed in the appendix B. Written assignments are to be submitted on the stated due date unless prior arrangements have been made with the tutor.

COURSE EVALUATION DETAILS

1. Medication Administration Safety Screen [MASS] (Pass/Fail)

This examination will provide an opportunity for students to demonstrate proficiency in calculating accurate medication dosages. This exam is scheduled for Wednesday, October 3rd, 2014. Please see your timetable for the location.

The pass mark for this exam will be A (90%). The use of calculators is acceptable.

*Students will have two opportunities to pass the Medication Administration Safety Screening (MASS) exam at the beginning of each clinical course. Failure to pass the MASS exam at the beginning of a clinical course will require the student to withdraw from the clinical course.
Unsuccessful students will be given the opportunity to write one supplemental exam which must be completed within one week. Students who fail to attain an ‘A’ mark on the supplemental exam will fail the course and be required to withdraw from the NURSING 295 course.

Re-writes will be scheduled in the Skill Center at a time that is mutually agreed upon by the student and the instructor.

Medication administration in clinical practice will not commence until successful completion of this exam.

1.2. **Evaluation of Nursing Practice (ENP) (70%)**

To encourage the development of self-reflective practice, it is recommended that client preparation, reflective practice, nursing care and learning plans—concept maps be evaluated through discussion during the clinical day and post conference.

Evaluation of students’ clinical performance.

4. A written formative and summative evaluation of Nursing Practice will be completed by the student and the tutor. 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, the staff at NLHC, the client, and other nursing faculty.

2. Additionally, preparation and safe clinical knowledge will be assessed through concept mapping, as well as through the application of the nursing process; including all components - assessment, nursing diagnosis, goals, interventions, and evaluation.

3. 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.

4. Students should be prepared to discuss their clients’ plan of care (including priority needs, nursing diagnoses, goals, interventions, medications, client teaching plan, and evaluation criteria) with the tutor during clinical time.

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

Students who demonstrate unsatisfactory clinical performance, indicative of clinical failure, will be informed immediately by the Tutor. To facilitate progress for the student with unsatisfactory performance, a remedial plan will be developed by the Tutor in consultation with the student. 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:

1. Evaluation of Nursing Practice (ENP)
2. Grade Descriptors
3. Levels of Independence

Weekly anecdotal notes will be documented, discussed with the student, and signed by both the instructor and the student. 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

Critical reflection means reviewing experiences from your clinical practice so that it may be described, analyzed, evaluated and then utilized to inform and change your future practice. It is an integral part of your nursing education as it provides the opportunity to learn from your experiences. Continual critical thinking and reflection can close the gap between theory and practice, improve quality of care and stimulate personal and professional growth. Reflective practice is a valuable tool to help you identify your strengths and areas needing improvement to establish learning strategies for the next clinical experience.

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

Recommended guidelines for Critical Self-Reflection:

1. Describe significant experiences you had during your clinical week. Include thoughts, feelings, and perceptions.
2. Reflect on these experiences. Describe why this experience was important to you, and what factors (assessment, previously learned experiences, values, beliefs, stereotypes or biases) influenced your decisions/actions/feelings.
3. Evaluate your strengths and areas needing improvement in this situation. Explain why you think these were areas of strength or areas needing development. How the client/family is ultimately affected?
4. 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.
5. Critical self-reflection should include evidence from the literature.
Midterm Evaluation

Midterm Evaluations will occur during the week of **September 30, Thursday January 30th, 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:

1. a. Their strengths and opportunities for improvement documented and come 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.

2. 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.

3. Their Learning Goals and come prepared to discuss them in relation to their first three (3) weeks of clinical practice.

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

Final Evaluation

Final evaluations are scheduled for **October 18, February 21, 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) and learning goals.

Students must complete the ENP form. Completion of ENP form includes:

4. 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. The progress related to Learning Goals should also be incorporated. 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.

2. 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) two (2) days prior to your final evaluation.


PLEASE NOTE: IMPORTANT:
Students are to complete an on-line course evaluation for Nursing 491295. Student feedback is important to ensure continued provision of high quality education in the baccalaureate program. The survey can be accessed by following this link: http://www.surveyfeedback.ca/surveys/wsb.dll/s/1g93a. The evaluation can also be accessed through Moodle.

This mark will be determined through observation of the student during nursing practice in the clinical setting. Observations will be made by the tutor and may be supplemented with input from peers, clients and staff of the clinical setting. Additionally, preparation and safe clinical knowledge will be assessed through concept mapping, as well as through the application of nursing diagnoses and goal setting for clients receiving nursing care.

A formative, written midterm evaluation will be completed with the tutor at an agreed upon time in the clinical setting. In preparation, the student is expected to write a short summary of their clinical experience to date, including accomplishments and areas for development. A mark will not be assigned.

Students are to come to their final evaluation of nursing practice with a detailed self-reflection of how they met the course objectives. This reflection should include examples and evidence from the literature. Ensure your reflection includes how behaviors expected of a professional were demonstrated. Students will be evaluated based on the criteria outlined in APPENDIX C. This self-evaluation form must be completed with comments pertaining to the identified areas, as well as an expected mark. Rationale should be provided related to the mark that is expected. The tutor’s written evaluation will be added to the student’s self-evaluation. Students who do not complete this form, with a proposed mark, will be required to rebook an appointment with the tutor.


4. Clinical Exam 100 Multiple choice questions
The clinical exam consists of 100 multiple choice questions. You will have 150 minutes to complete the examination. Ensure you read each question carefully and select the best answer. Questions are directly related to the care you will provide to your clients both on the Maternal/Child Unit and in community settings, such as Public Health. Critical thinking will be tested through prioritization of nursing diagnosis and interventions. February 18th, 2014 from 0900 – 1200. Please see timetable for room number.

5. Teaching Presentation ENP (6 clinical hours)

Students will participate in a teaching presentation during their pediatric shadow day. The goal of this clinical experience is for the student to develop a Health Promotion Teaching Presentation utilizing the nursing process. The completed teaching package is to be submitted to the nursing tutor. The presentation package is to include a learning assessment: planning with goals, objectives, and content, props, Follow APA guidelines. The presentation will then be delivered the tutor for evaluation.

Details of the presentation

Students will receive their pediatric shadow day from their tutor. Students will proceed to pediatrics to determine what age groups and types of patients are on the pediatric unit. This will enable the student to consider what kinds of health promotion teaching or disease/injury prevention teaching can occur during this one shift. This shift will occur during the student’s assigned Public Health Services clinical rotation.

In order to successfully complete the NURSING 295 course, all evaluation components must be completed and submitted.

Please contact your tutor to discuss the progress of assignments.

APPENDIX A

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 entry will not extend the program beyond the time specified upon enrollment.

5. The student has the right to seek counseling and academic advising concerning program and graduation requirements, academic regulations, admissions, and transfer, such as counseling and advising will occur within a reasonable time frame.

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 appeal 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 be dealt with in accordance with the Individual Rights’ Policy of Keyano College.

Student Responsibilities

1. The student has the responsibility to respect the rights of fellow students, faculty, staff, administrators and other persons associated with the College.

2. The student has the responsibility to respect other people’s rights 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, co-op or clinical placement on that employer’s worksite.
APPENDIX B
COLLABORATIVE BACCALAUREATE NURSING PROGRAM
KEYANO COLLEGE MARKING SYSTEM

The following marking system will be used

Student Name: ________________________________________

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<td>• Application (Year 2)</td>
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<td>• Analysis (Year 3)</td>
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<td>• Critical evaluation (Year 4)</td>
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<td>Flow</td>
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<td>• Logical</td>
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<td>• Linking</td>
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<td>• Transitions</td>
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<td>Depth and scope</td>
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<td>Writing Clarity</td>
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<td>Flow of ideas</td>
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<tr>
<td>Linking</td>
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<td>Abbreviations</td>
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<th>Evaluation Criteria</th>
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<td>Paraphrasing</td>
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<tr>
<td>Citing references in text</td>
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<td>Reference List</td>
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</tbody>
</table>

Final Mark: _____________
Tutor Comments:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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______________________________________________________________________________
<table>
<thead>
<tr>
<th>Year</th>
<th>Year End Outcome</th>
<th>Bloom’s Revised Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>With guidance uses scholarly writing skills to <strong>understand</strong> and provide written descriptions of knowledge from nursing and other related disciplines.</td>
<td><strong>Understand</strong> – “construct meaning from instructional messages, including oral, written and graphic communications” (Duan, Y., 2006).</td>
</tr>
<tr>
<td>Two</td>
<td>With guidance uses scholarly skills to <strong>apply</strong> knowledge derived from nursing and related disciplines.</td>
<td><strong>Apply</strong> – “carry out or use a procedure in a given situation” (Duan, Y., 2006, p.5).</td>
</tr>
<tr>
<td>Three</td>
<td>With guidance uses scholarly writing skills to <strong>analyze</strong> and synthesize knowledge from nursing and other related disciplines.</td>
<td><strong>Analyze</strong> – “break materials into constituent parts and determine how parts relate to one another and to an overall structure or purpose” (Duan, Y., 2006, p.6).</td>
</tr>
<tr>
<td>Four</td>
<td>With guidance uses scholarly writing skills to <strong>critically evaluate</strong> knowledge from nursing and related disciplines.</td>
<td><strong>Evaluate</strong> – “make judgments based on criteria and standards” (Duan, Y., 2006, p.6). <strong>Create</strong> – “put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure” (Duan, Y., 2006, p.6).</td>
</tr>
</tbody>
</table>

APPENDIX C
Nursing 295
Evaluation of Nursing Practice

Nursing 295 Evaluation of Nursing Practice

STUDENT’S NAME (Print): ________________________________

TUTOR’S NAME (Print): ________________________________

*Student’s overall performance will be assessed in each of the three categories.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Marginal</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3.5</td>
<td>3</td>
<td>2.5</td>
<td>0</td>
</tr>
</tbody>
</table>

**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, majority of the time.

**Good**
Student meets the objectives at a “Level of Independence” greater than identified on the ENP some of the time.

**Marginal**
The student meets the objectives at a “Level of Independence” required on the ENP inconsistently.

**Unsatisfactory**
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 2011-2012.

*Failure in any part of the six sections of the ENP will result in failure of the course.
LEVEL OF INDEPENDENCE

In evaluating (clinical performance) objectives, the following level 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.

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 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 2010-2011.

**RC 1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>RC</td>
<td>E</td>
<td>V</td>
<td>G</td>
<td>M</td>
<td>US</td>
</tr>
<tr>
<td>1.2</td>
<td>Presents a professional image</td>
<td></td>
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<tr>
<td>1.2</td>
<td>Demonstrates accountability for making decisions and the outcomes of those decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Uses effective time management strategies in coordinating care, organizing workload, and setting priorities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.1, 32.2</td>
<td>Demonstrates the ability to practice safely and within the limits of own competence and knowledge</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1.2, 32.2</td>
<td>Demonstrates initiative and responsibility to accurately assess and meet own learning needs and implements learning goals to maximize and or improve nursing care</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2, 4.2, 16.2</td>
<td>Ensures personal, client and colleague safety by practicing within the policies and procedures of the agency/organization</td>
<td></td>
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</tr>
</tbody>
</table>

### RELATED COURSE OBJECTIVES:

- Demonstrate, with minimal assistance, the ability to perform intermediate health assessments with healthy individuals across the lifespan in the context of family within a community and basic assessment of the childbearing family.
- Demonstrate, with minimal assistance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing chronic or less acute variances in health.
- Demonstrate, with minimal assistance, the ability to manage health promotion and primary prevention activities using advanced skills.
- Demonstrate, with minimal assistance, the ability to use professional and therapeutic communication skills to collaborate with healthy clients, clients experiencing chronic or less acute variances in health across the life span in community based settings, homes and some acute care centres.
- Demonstrate, with minimal assistance the ability to engage in evidence-based practice.
- Demonstrate, with minimal assistance, the ability to integrate knowledge into clinical practice.

**RG 2. KNOWLEDGE—BASED PRACTICE**

<p>| | | | | | |</p>
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<tr>
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<tbody>
<tr>
<td>RC</td>
<td>E</td>
<td>V</td>
<td>G</td>
<td>M</td>
<td>US</td>
</tr>
<tr>
<td>10.2</td>
<td>Applies a critical thinking approach to nursing</td>
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<tr>
<td>5.2</td>
<td>Engages in strategies for social and political action at a beginning level</td>
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<tr>
<td>10.2, 18.2</td>
<td>Uses credible and evidence informed theory and resources to provide competent care</td>
<td></td>
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<tr>
<td>19.2, 23.2</td>
<td>Identifies appropriate nursing diagnoses from relevant assessment data, sets goals, develops plans for care, and evaluates outcomes</td>
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<tr>
<td>15.2</td>
<td>Uses principles of primary health care in delivery of care at a beginning level</td>
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<td></td>
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<tr>
<td>18.2</td>
<td>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</td>
<td></td>
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<tr>
<td>7.2, 8.2, 17.2</td>
<td>Develops a knowledge base from nursing and other disciplines to manage current health care issues relevant to clients across the life span including the childbearing family and those experiencing chronic or less acute variances in health (i.e., health promotion and primary prevention activities, population health, and health restoration, rehabilitation and support)</td>
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<tr>
<td>27.2</td>
<td>Uses appropriate lines of communication to report significant issues or concerns related to delivery of nursing care and patient/client outcomes</td>
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<tr>
<td>24.2</td>
<td>Produces clear, timely, relevant, and thorough charting/documentation</td>
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<tr>
<td>27.2</td>
<td>Establishes and maintains effective working relationships and open communication with colleagues</td>
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</tbody>
</table>
### Appendix C - Nursing 295 Evaluation of Nursing Practice

**RELATED COURSE OBJECTIVE**
Demonstrate, with 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 2010-2011*.

<table>
<thead>
<tr>
<th>RC</th>
<th>3. ETHICAL PRACTICE</th>
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<th>M</th>
<th>US</th>
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</thead>
<tbody>
<tr>
<td>35.2</td>
<td>Provides nursing care that respects professional boundaries, and individual rights such as informed consent, confidentiality, client autonomy, and advocacy</td>
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<tr>
<td>26.2</td>
<td>Demonstrates respect for cultural, spiritual, and individual values, beliefs, and opinions of peers, colleagues, and clients</td>
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<tr>
<td>25.2</td>
<td>Identifies potential effect(s) of own values, beliefs, and experiences on relationships with clients, and uses this self-awareness to support provision of competent care</td>
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<tr>
<td>37.1</td>
<td>Establishes therapeutic and caring relationships with clients</td>
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</table>

**RELATED COURSE OBJECTIVE**
Demonstrate, with minimal assistance, the ability to establish a helping relationship with clients.

<table>
<thead>
<tr>
<th>RC</th>
<th>4. SERVICE TO PUBLIC</th>
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</thead>
<tbody>
<tr>
<td>37.1</td>
<td>Demonstrates skills for collaborative team work, including knowledge of scope of practice</td>
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<tr>
<td>28.2</td>
<td>Demonstrates beginning leadership, management, and administration skills</td>
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</table>

**RELATED COURSE OBJECTIVE**
Demonstrate, with 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 2010-2011*.

<table>
<thead>
<tr>
<th>RC</th>
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<th>US</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.2</td>
<td>Demonstrates with minimal assistance an understanding of the CARNA practice standards and competencies in relation to the development of own nursing practice</td>
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**RELATED COURSE OBJECTIVE**
Demonstrate, with minimal assistance, the processes of self-directed learning, critical thinking, and context-based learning in all learning activities.

<table>
<thead>
<tr>
<th>RC</th>
<th>6. CONTEXT-BASED LEARNING</th>
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<tbody>
<tr>
<td>33.2.1</td>
<td>With guidance, directs own learning</td>
<td></td>
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<tr>
<td>33.2.2</td>
<td>With guidance uses critical thinking skills to facilitate learning of the group</td>
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<tr>
<td>33.2.3</td>
<td>With guidance effectively uses group process to facilitate learning of the group</td>
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</table>

**STUDENT’S NAME (Print):**
*Student’s overall performance will be assessed in each of the six categories.

<table>
<thead>
<tr>
<th>Excellent (4)</th>
<th>Very Good (3.5)</th>
<th>Good (3)</th>
<th>Expected/Satisfactory (2.5)</th>
<th>Fail (0)</th>
</tr>
</thead>
</table>

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).

**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 that 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: Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013.

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 | 1.6 Ensures personal, client and colleague safety by practicing within the policies and procedures of the agency/organization.
4.2 | 16.2

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.

<table>
<thead>
<tr>
<th>RC</th>
<th>2. KNOWLEDGE - BASED PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.2</td>
<td>2.1 Applies a critical thinking approach to nursing.</td>
</tr>
<tr>
<td>5.2</td>
<td>2.2 Engages in strategies for social and political action at a beginning level.</td>
</tr>
<tr>
<td>10.2</td>
<td>2.3 Uses credible and evidence informed theory and resources to provide competent care.</td>
</tr>
<tr>
<td>19.2</td>
<td>2.4 Identifies appropriate nursing diagnoses from relevant assessment data, sets goals, develops plans for care, and evaluates outcomes.</td>
</tr>
<tr>
<td>15.2</td>
<td>2.5 Uses principles of primary health care in delivery of care at a beginning level.</td>
</tr>
<tr>
<td>17.2</td>
<td>2.6 Engages in health promoting activities with clients.</td>
</tr>
<tr>
<td>18.2</td>
<td>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.</td>
</tr>
<tr>
<td>7.2, 8.2, 17.2</td>
<td>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).</td>
</tr>
<tr>
<td>27.1</td>
<td>2.9 Uses appropriate lines of communication to report significant issues or concerns related to delivery of nursing care and patient/client outcomes.</td>
</tr>
<tr>
<td>24.2</td>
<td>2.10 Produces clear, timely, relevant, and thorough charting / documentation.</td>
</tr>
<tr>
<td>35.2.1</td>
<td></td>
</tr>
</tbody>
</table>
### RELATED COURSE OBJECTIVE

Demonstrate, with 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 2012-2013*.

<table>
<thead>
<tr>
<th>RC</th>
<th>3. ETHICAL PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.2</td>
<td>3.1 Provides nursing care that respects professional boundaries, and individual rights such as informed consent, confidentiality, client autonomy, and advocacy.</td>
</tr>
<tr>
<td>26.2</td>
<td>3.2 Demonstrates respect for cultural, spiritual, and individual values, beliefs, and perspectives of peers, colleagues, and clients.</td>
</tr>
<tr>
<td>25.2</td>
<td>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.</td>
</tr>
<tr>
<td>25.1</td>
<td>3.4 Establishes therapeutic and caring relationships with clients.</td>
</tr>
</tbody>
</table>

### RELATED COURSE OBJECTIVE

Demonstrate, with 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 2012 – 2013*.

<table>
<thead>
<tr>
<th>RC</th>
<th>4. SERVICE TO PUBLIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.2</td>
<td>4.1 Demonstrates skills for collaborative team work, including knowledge of scope practice.</td>
</tr>
<tr>
<td>28.2</td>
<td>4.2 Demonstrates beginning leadership, management, and administrative skills.</td>
</tr>
</tbody>
</table>

### RELATED COURSE OBJECTIVE:

Demonstrate, with 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 2012-2013*.

<table>
<thead>
<tr>
<th>RC</th>
<th>5. SELF-REGULATION</th>
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<tbody>
<tr>
<td>31.2</td>
<td>5.1 Demonstrate beginning understanding of the CARNA practice standards and competencies in relation to the development of own nursing practice.</td>
</tr>
</tbody>
</table>

### RELATED COURSE OBJECTIVE:

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

<table>
<thead>
<tr>
<th>RC</th>
<th>6. CONTEXT BASED LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.2.1</td>
<td>6.1 With assistance, directs own learning.</td>
</tr>
<tr>
<td>33.2.2</td>
<td>6.2 With assistance, uses critical thinking skills to facilitate learning of the group.</td>
</tr>
<tr>
<td>33.2.3</td>
<td>6.3 With assistance, effectively uses group process to facilitate learning of the group.</td>
</tr>
<tr>
<td>34.2.1</td>
<td>6.4 With assistance, identifies own reactions to, and selects appropriate strategies to deal with, ambiguity and diversity.</td>
</tr>
</tbody>
</table>
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 D

Nursing 355 Evaluation of Nursing Practice Summary Comments

Mid-term Comments:
1. Professional Responsibility and Accountability
2. Knowledge-Based Practice
3. Ethical Practice
4. Service to Public
5. Self-regulation
6. Context-Based Learning

Mid-term Recommendations for clinical performance development

Mid-term
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 contents.

Nursing 295 Evaluation of Nursing Practice

FINAL COMMENTS:

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

Student's Name ___________________________ Signature ___________________________ Date

Tutor's Name ___________________________ Signature ___________________________ Date
Appendix D

Code of Ethics for Registered Nurses
CODE OF Ethics
FOR REGISTERED NURSES

Nursing Values and Ethical Responsibilities
The core ethical responsibilities central to ethical nursing practice are articulated through the code's seven primary values and accompanying responsibility statements. See the code to read the responsibility statements connected with each of these seven values.

1. Providing safe, compassionate, competent and ethical care
2. Promoting health and well-being
3. Promoting and respecting informed decision-making
4. Preserving dignity
5. Maintaining privacy and confidentiality
6. Promoting justice
7. Being accountable

Ethical Endeavours
Ethical nursing practice involves endeavouring to address broad aspects of social justice that are associated with health and well-being. These aspects relate to the need for change in systems and societal structures in order to create greater equity for all. The code contains thirteen statements entitled “ethical endeavours” that are intended to guide nurses in their practice.

To obtain a copy of the Code of Ethics for Registered Nurses, visit our website at www.cna-alic.ca