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UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM
KEYANO COLLEGE

COURSE SYLLABUS

NURSING 295

Nursing Practice IV
October 20 –December 5, 2014

Tutors for Groups A & B

Group A: Candi Muise BScN, RN, MN

Group B: Nadine Rimmer RN, BScN, MN



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~~COURSE SYLLABUS~~

~~NURSING 295~~

~~NURSING PRACTICE IV~~

~~Autumn 2012
(October 22 - December 7, 2012)~~

~~Course Tutors:~~

~~Nadine Rimmer RN, BScN, MN (Group A)

(Group B)~~

Revised May 2013

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 BScN RN MN
S-209E
Phone (office): 780-791-8957
Email: candi.muise@keyano.ca

~~Group B~~ ~~Group B:~~ ~~_____~~ Nadine Rimmer RN BScN MN
S-109F
Phone (office): 792-5701 (cell) 715-6192
Email: nNadine.rimmer@keyano.ca

Field Code Changed

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 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

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. CARNA Nursing Practice Standards (2003) and all other CARNA standards
- 2. The CNA Code of Ethics for Registered Nurses (2008).

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 assessments 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.

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NURSING PROGRAM POLICIES

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 Calendar for specific nursing program policies and Keyano College Nursing Program Handbook for policies related to Clinical Practice, College Credit Calendar for general college policies and Student Rights, Responsibilities, Misconduct, Discipline, and the Student Appeal Process.

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

LATE POLICY FOR ASSIGNMENTS

All assignments are to be passed in at the time and place they are due. Please see timetable. Extensions on assignments may be granted and 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 email on weekends, but must provide a paper copy on the first day following the weekend.

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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 ~~Cindy Critch~~ in 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.

The Faculty of Nursing is committed to providing an environment of equality and respect for all people within the University community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. The Code of Student Behaviour also identifies inappropriate behaviours such as disruption, discrimination or violations of safety and dignity towards members of the University community.

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The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, sexual orientation, and racial and ethnic background.

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Please note that the use of any electronic device in examination situations, including cellular phones, tablets, laptops, Palm Pilots, and hand-held computers, is strictly prohibited. The use of calculators is only allowed when specifically for a particular exam. If a cellular phone is required for urgent messages, it must be left with an examination proctor for the duration of the examination. All other cellular phones must be turned off.

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REQUIRED LEARNING EXPERIENCES

In order to pass NURS 295, students must demonstrate safe, knowledgeable, 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 October 20th, at 0900 hrs.

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

If required clinical practice may include shift and weekend rotations.

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.

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 when available.
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.
12. Please see the 2013-2014 Student Handbook for expectations of clinical attire and behavior.

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REQUIRED RESOURCES

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

Additional Resources

Canadian Nurses Association (CNA), Code of Ethics for Registered Nurses (2008) guides nursing practice and must be reflected in all components of Nursing 491295 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

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>

RECOMMENDED TEXTS

Chapman, L. & Durham, R. (2014⁹). *Maternal-Newborn Nursing: The Critical Components of Nursing Care (2nd ed.)*. Philadelphia, PA: F.A. Davis Company

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COURSE EVALUATION

Marking for all course evaluation methods will be based on the Four Point Alpha Marking System found in **APPENDIX B**.

OVERVIEW OF COURSE EVALUATION

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

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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. In addition, the students must demonstrate consistent integration of teacher feedback and improvement in the quality of nursing practice to a satisfactory level by the end of Nursing 295.**

Written assignments will be marked utilizing the marking system enclosed in the appendixes. 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 22~~3~~rd, 2014~~3~~**. Please see your timetable for the location.

The pass mark for this exam will be **A (90%)**. The use of calculators is acceptable, calculators on an tablet or smartphone are not permitted.

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*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.

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Re-writes will be scheduled in the Skill Center at by the tutor a time and place 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.

2. Theory Exam – (30%)

The theory exam will be held on December, 2014. See timetable for times and room numbers. The purpose of the exam is to assist the student with preparation for the Canadian NCLEX Examination. The examination is comprised of 100 multiple-choice questions.

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3. 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.

1. 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.

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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.

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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.

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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

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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.

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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

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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 November 13th, 2014~~³. 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.

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.

2.c. At the tutor's discretion, the midterm evaluation may be combined with the weekly evaluation for the current week.

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~~³ December 5th, 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:

1.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

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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.

The Code of Ethics for Registered Nurses (CNA, 2008) guides nursing practice and must be reflected in all aspects of clinical and lab components of Nursing 295 and evidenced in the ENP. See APPENDIX D and the U of A Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook Nursing Program Policies for detailed descriptions of the Code of Ethics.

The tutor and the student will review the student's self-evaluation together. The tutor will finalize the student's mark for NURSING 295 clinical based upon the ENP of Students in Clinical/Seminar/Lab found in APPENDIX C.

It is suggested that each student begin their self-reflective evaluation at the beginning of the semester. Writing these evaluation entries will take self-discipline. Therefore, it is recommended that the student schedule a time each week, as soon as possible after clinical to write their self-reflective evaluation entries.

Students must receive a passing mark of C minus (C-) 15/24-60% in the ENP component in order to pass the NURSING 295 course.

PLEASE NOTE:

To facilitate progress of any student with unsatisfactory performance (which is indicative of clinical failure), a remedial plan will be developed by the student and instructor.

PLEASE NOTE-IMPORTANT:

Students are to complete an on-line course evaluation for Nursing ~~491~~295. 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.

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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.

The Code of Ethics for Registered Nurses (CNA, 2008) guides nursing practice and must be reflected in all aspects of clinical and lab components of Nursing 295 and evidenced in the ENP. See **APPENDIX D** and the U of A Collaborative Baccalaureate Nursing Program: Koyano College Student Handbook Nursing Program Policies for detailed descriptions of the Code of Ethics.

The tutor and the student will review the student's self-evaluation together. The tutor will finalize the student's mark for NURSING 295 clinical based upon the ENP of Students in Clinical/Seminar/Lab found in **APPENDIX C**.

It is suggested that each student begin their self-reflective evaluation at the beginning of the semester. Writing these evaluation entries will take self-discipline. Therefore, it is recommended that the student schedule a time each week, as soon as possible after clinical to write their self-reflective evaluation entries.

Students must receive a passing mark of (C-) 15/24 in the ENP component in order to pass the NURSING 295 course.

PLEASE NOTE:

To facilitate progress of any student with unsatisfactory performance (which is indicative of clinical failure), a remedial plan will be developed by the student and instructor.

4. Clinical Exam 100 NCLEX style questions

The clinical exam consists of 100 NCLEX style questions. You will have ~~120 minutes~~ 120 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.

5. ~~School~~ Teaching Presentation ENP (6 clinical hours)

Students will participate in a teaching presentation ~~at an assigned Elementary School 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 prior to presentation to peers.** The teaching presentation should be paper format and include: assessment, diagnosis, plan, interventions and evaluation. Include any props utilized for the presentation. It is expected that the presentation will be developed utilizing credible, current and evidence-based literature. ~~handouts and evaluation tools.~~ Follow APA guidelines. ~~The presentation will then be delivered to peers and tutor for evaluation prior to being delivered to the classroom audience.~~

Details of the presentation

Students will receive their ~~assigned teacher's information~~ pediatric shadow day from their tutor. Students ~~must contact the teacher by e-mail/telephone as soon as possible and make arrangements for an appropriate date and time to present their project~~ will proceed to pediatrics to determine what age groups and types of patients are on the teacher's shift. 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.

~~Students are responsible to hand in their presentation with all materials that will be used during the presentation two days prior to presentation to peers for approval of content and activities.~~

Students will ~~discuss~~ deliver their presentation ~~on Thursday morning during post conference~~ to peers and the tutor ~~during assigned seminar time.~~ It is expected that the presentation will be delivered exactly as it ~~will be~~ was conducted for the ~~school children~~ or parent.

The tutor will evaluate student's use of the principles of teaching and learning as well as the use of the nursing process. Creativity and age appropriateness are expectations. ~~Completed evaluation tools from both peers and the classroom teacher must be submitted to the tutor when completed.~~

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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.
- ~~1~~.~~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.
- ~~2~~.~~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.
- ~~3~~.~~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.
- ~~4~~.~~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.
- ~~5~~.~~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).
- ~~6~~.~~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

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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.

~~7-8.~~ 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.

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~~8-9.~~ 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.

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~~9-10.~~ 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.

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~~10-11.~~ 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.

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~~11-12.~~ 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.

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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.

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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.

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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.

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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.

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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.

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6. The student has the responsibility to respect the faculty member's right to determine course content, course objectives, methodology, and evaluation.

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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

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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.

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Nursing Student Clinical Responsibilities

Working in health care gives nursing students special responsibilities. Students apply their knowledge and skills in the care of clients under the guidance of a tutor. Student's behaviour should reflect the values of NLHC at all times. Policies and guidelines for clinical placement are designed to facilitate student identity, patient safety and comfort, and infection control.

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The student will:

- Demonstrate an understanding of the objectives and learning outcomes of the Nursing 295 course.
- Demonstrate self-motivation and independence in their approach to enhance their own learning.
- Look for opportunities to learn and recognize the wealth of information available in the clinical area.
- Be prepared for each clinical shift and portray a professional manner.
- Comply with the Student Handbook policy with regard to dress code and required equipment.
- Be punctual when reporting to their designated clinical area.
- Respect the safety and well-being of clients in the clinical learning experience.
- Adhere to general rules, policies, and regulations of NLHC.
- Ensure that nurses and physicians have "right of access" to client's charts at all times.

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- Obtain a report from a staff nurse prior to giving care and collaborate with staff members who retain responsibility for the clients.
- Immediately inform staff nurse and tutor of significant changes in a client's condition.
- Introduce themselves appropriately to clients and ask permission to participate in their care.
- Use clear, accurate and effective communication skills in professional interactions.
- Recognize her/his knowledge, skills and abilities, limits of responsibilities, legislative authority and supervision requirements.

13.

- Recognize that's she/he is accountable for the quality of care she/he provides within the established objectives.
- Recognize her/his responsibility to notify the tutor if they are not achieving objectives due to the clinical setting.
- Communicate situations of conflict in which a student perceives that his or her individual cultural values, ethics, or religious beliefs are in direct conflict with specific aspects of the clinical or observation experience.
- Check with the staff nurse before administering any medications to clients.
- Ensure all documentation is complete before leaving the clinical area.
- Document nursing assessments or observations, the care provided by the student for the client, and the client's response to that care.
- Give a report to the staff nurse on the condition and care of the assigned client(s) before leaving the clinical area.
- Implement measures to promote a safe environment for each client.
- Incorporate health promotion and all levels of prevention in their nursing practice with clients/families.
- Delineate, establish, and maintain professional boundaries with each client.
- Provide privacy during assessment and any interventions with the client/family.
- Provide care to assigned client(s) without discrimination and treat each client with courtesy, respect, and with full recognition of dignity and individuality.
- Know the infection control, safety, fire, and emergency procedures of the NLHC.
- Be friendly, courteous & polite.
- Immediately report any incidents/accidents during the clinical experience.
- Students will practice to their scope of practice for the appropriate year. They must not perform any task that they have not received theory and laboratory practice.

Students are NOT permitted to:

- Perform delegated medical acts.
- Act as a witness under any circumstances or for any purpose.
- Provide second signature/check for controlled drugs, blood products, and medications listed as requiring independent double-checking and double signing.

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- Perform any skill or procedure that the student has not attained competency without the tutor or staff nurse.
- Take verbal or telephone orders.
- Count narcotics or carry narcotic keys.
- Initiate blood or blood products.
- Remove a chest tube or discontinue chest drainage.
- Initiate or discontinue central lines or epidural infusions.
- Testing blood sugar using a glucometer.
- Transport patients/residents alone when the presence of an RN is required.
- Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a client.
- Falsify any client record or any other document prepared or utilized in the NLHC.
- Eat, drink, and chew gum in client care areas.
- Use of cellular telephones in the clinical setting can be disruptive to the learning environment and will not be used during clinical.

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APPENDIX B
COLLABORATIVE BACCALAUREATE NURSING PROGRAM
KEYANO COLLEGE MARKING SYSTEM

The following marking system will be used. An explanation of the criteria used with the four-point Alpha scale is as follows:

Grade	Status	Criteria
A+, A	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.
A-	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	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-	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.
C+, C	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.
C-	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.
D+	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
D	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.
F	Fail	Paper is plagiarized or not handed in.

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

APPENDIX C: Nursing 295 Evaluation of Nursing Practice (2013)

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STUDENT'S NAME (Print): _____

TUTOR'S NAME (Print): _____

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

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<u>Excellent</u> (4)	<u>Very Good</u> (3.5)	<u>Good</u> (3)	<u>Expected/ Satisfactory</u> (2.5)	<u>Fail</u> (0)

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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, 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

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

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 2013-2014.

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A failure in any section of the six sections of the ENP will result in failure of the course.

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LEVEL OF INDEPENDENCE

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

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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.

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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

<u>RELATED COURSE OBJECTIVE:</u>						Formatted: Font: Times New Roman, 12 pt	
<u>Demonstrate, with minimal 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 2010-2011.</i></u>							
<u>RC</u>	<u>1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY</u>	<u>E</u>	<u>V</u>	<u>G</u>	<u>S</u>	<u>E</u>	Formatted: Font: Times New Roman, 12 pt
<u>1.2</u>	<u>Presents a professional image</u>						Formatted: Font: Times New Roman, 12 pt
<u>1.2</u>	<u>Demonstrates accountability for making decisions and the outcomes of those decisions</u>						Formatted: Font: Times New Roman, 12 pt
<u>2.2</u>	<u>Uses effective time management strategies in coordinating care, organizing workload, and setting priorities.</u>						Formatted: Font: Times New Roman, 12 pt
<u>3.1, 32.2</u>	<u>Demonstrates the ability to practice safely and within the limits of own competence and knowledge</u>						Formatted: Font: Times New Roman, 12 pt
<u>1.2, 32.2</u>	<u>Demonstrates initiative and responsibility to accurately assess and meet own learning needs and implements learning goals to maximize and or improve nursing care</u>						Formatted: Font: Times New Roman, 12 pt
<u>3.2, 4.2</u>	<u>Ensures personal, client and colleague safety by practicing within the policies and procedures of the agency/organization</u>						Formatted: Font: Times New Roman, 12 pt
<u>16.2</u>							Formatted: Font: Times New Roman, 12 pt
<u>RELATED COURSE OBJECTIVES :</u>						Formatted: Font: Times New Roman, 12 pt	
<u>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.</u>							
<u>Demonstrate, with minimal assistance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing chronic or less acute variances in health.</u>							
<u>Demonstrate, with minimal assistance, the ability to manage health promotion and primary prevention activities using advanced skills.</u>							
<u>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.</u>							
<u>Demonstrate, with minimal assistance the ability to engage in evidence-based practice.</u>							
<u>Demonstrate , with minimal assistance, the ability to integrate knowledge into clinical practice</u>						Formatted: Font: Times New Roman, 12 pt	
<u>RC</u>	<u>2. KNOWLEDGE - BASED PRACTICE</u>	<u>E</u>	<u>V</u>	<u>G</u>	<u>S</u>	<u>E</u>	Formatted: Font: Times New Roman, 12 pt
<u>10.2</u>	<u>Applies a critical thinking approach to nursing</u>						Formatted: Font: Times New Roman, 12 pt
<u>5.2</u>	<u>Engages in strategies for social and political action at a beginning level</u>						Formatted: Font: Times New Roman, 12 pt
<u>10.2</u>	<u>Uses credible and evidence informed theory and resources to provide competent care</u>						Formatted: Font: Times New Roman, 12 pt

<u>18.2</u>		
<u>19.2</u> <u>23.2</u>	<u>Identifies appropriate nursing diagnoses from relevant assessment data, sets goals, develops plans for care, and evaluates outcomes</u>	Formatted: Font: Times New Roman, 12 pt
<u>15.2</u>	<u>Uses principles of primary health care in delivery of care at a beginning level</u>	Formatted: Font: Times New Roman, 12 pt
<u>18.2</u>	<u>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</u>	Formatted: Font: Times New Roman, 12 pt
<u>7.2, 8.2,</u> <u>17.2</u>	<u>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)</u>	Formatted: Font: Times New Roman, 12 pt
<u>27.2</u>	<u>Uses appropriate lines of communication to report significant issues or concerns related to delivery of nursing care and patient / client outcomes.</u>	Formatted: Font: Times New Roman, 12 pt
<u>24.2</u>	<u>Produces clear, timely, relevant, and thorough charting / documentation</u>	Formatted: Font: Times New Roman, 12 pt
<u>27.2</u>	<u>Establishes and maintains effective working relationships and open communication with colleagues</u>	Formatted: Font: Times New Roman, 12 pt
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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	3. ETHICAL PRACTICE	E	V	G	S	F
<u>25.2</u>	<u>Provides nursing care that respects professional boundaries, and individual rights such as</u>					
<u>26.2</u>	<u>informed consent, confidentiality, client autonomy, and advocacy</u>					
<u>25.2</u> , <u>26.2</u>	<u>Demonstrates respect for cultural, spiritual, and individual values, beliefs, and opinions of peers, colleagues, and clients.</u>					
<u>25.2</u>	<u>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</u>					
<u>27.1</u>	<u>Establishes therapeutic and caring relationships with clients.</u>					

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RELATED COURSE OBJECTIVE

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

RC	4. SERVICE TO PUBLIC	E	V	G	S	F
<u>27.1</u>	<u>Demonstrates skills for collaborative team work, including knowledge of scope of practice.</u>					
<u>28.2</u>	<u>Demonstrates beginning leadership, management, and administration skills</u>					
<u>29.2</u>						

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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	5. SELF-REGULATION	E	V	G	S	F
<u>31.2</u>	<u>Demonstrates with minimal assistance an understanding of the CARNA practice standards and competencies in relation to the development of own nursing practice</u>					

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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.

RC	6. CONTEXT BASED LEARNING	E	V	G	S	F
<u>33.2.1</u>	<u>With guidance, directs own learning</u>					
<u>33.2.2</u>	<u>With guidance uses critical thinking skills to facilitate learning of the group</u>					
<u>33.2.3</u>	<u>With guidance effectively uses group process to facilitate learning of the group.</u>					

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Nursing 295 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:

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 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** _____

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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.*

Excellent	Very Good	Good	Marginal	Unsatisfactory
4	3.5	3	2.5	0

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.

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

Good

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

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: <i>Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011.</i>						
RG	1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY	E	V G	G	M	US
1-2	Presents a professional image					
1-2	Demonstrates accountability for making decisions and the outcomes of those decisions					
2-2	Uses effective time management strategies in coordinating care, organizing workload, and setting priorities.					
3-1, 32-2	Demonstrates the ability to practice safely and within the limits of own competence and knowledge					
1-2, 32-2	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 46-2	Ensures personal, client and colleague safety by practicing within the policies and procedures of the agency/organization					
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	E	V G	G	M	US
10-2	Applies a critical thinking approach to nursing					
5-2	Engages in strategies for social and political action at a beginning level					
10-2 10-2	Uses credible and evidence informed theory and resources to provide competent care					
19-2 23-2	Identifies appropriate nursing diagnoses from relevant assessment data, sets goals, develops plans for care, and evaluates outcomes					
15-2	Uses principles of primary health care in delivery of care at a beginning level					

40.2	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	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)
27.2	Uses appropriate lines of communication to report significant issues or concerns related to delivery of nursing care and patient / client outcomes.
24.2	Produces clear, timely, relevant, and thorough charting / documentation
27.2	Establishes and maintains effective working relationships and open communication with colleagues

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*.

RG	3. ETHICAL PRACTICE	E	V G	G	M	US
25.2 26.2	Provides nursing care that respects professional boundaries, and individual rights such as informed consent, confidentiality, client autonomy, and advocacy					
25.2.1 26.2	Demonstrates respect for cultural, spiritual, and individual values, beliefs, and opinions of peers, colleagues, and clients.					
25.2	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					
27.1	Establishes therapeutic and caring relationships with clients.					

RELATED COURSE OBJECTIVE

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

RG	4. SERVICE TO PUBLIC	E	V G	G	M	US
27.1	Demonstrates skills for collaborative team work, including knowledge of scope of practice.					
28.2 29.2	Demonstrates beginning leadership, management, and administration skills					

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*.

RG	5. SELF-REGULATION	E	V G	G	M	US
31.2	Demonstrates with minimal assistance an understanding of the CARNA practice standards and competencies in relation to the development of own nursing practice					

RELATED COURSE OBJECTIVE:

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

RG	6. CONTEXT-BASED LEARNING	E	V G	G	M	US
33.2.1	With guidance, directs own learning					
33.2.2	With guidance uses critical thinking skills to facilitate learning of the group					
33.2.3	With guidance effectively uses group process to facilitate learning of the group.					

Nursing 295 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:

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-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:

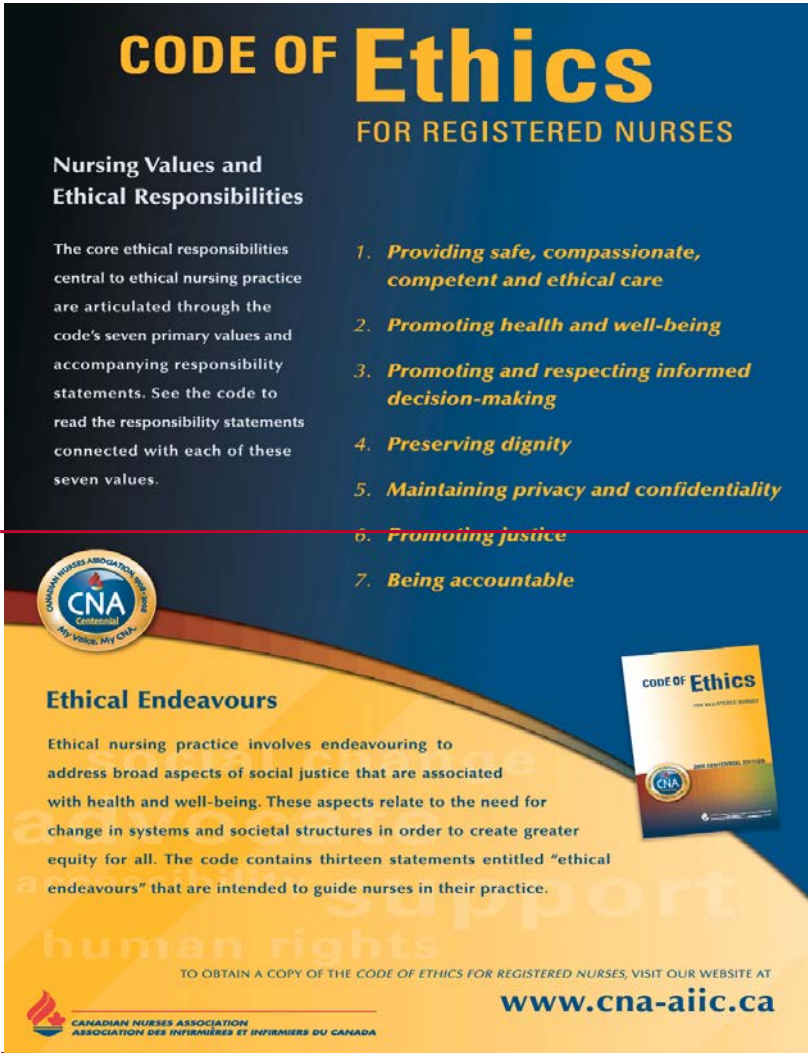
Student's Name _____ Signature _____ Date _____

Tutor's Name _____ Signature _____ Date _____

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

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-aiic.ca

CANADIAN NURSES ASSOCIATION
ASSOCIATION DES INFIRMIÈRES ET INFIRMIERS DU CANADA

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Canadian Nurses Association. (2008). *Code of Ethics for Registered Nurses*. Ottawa, ON: Author.

APPENDIX F

NURSING 295 School Teaching Presentation Marking Guide

	A/A-	B+ / B/B-	C+ / C	C-	D	F
Topic Assessment	Identifies presentation topic. Scholarly assessment data with literature based analysis that is concise and well organized. Assessment encompasses age, growth & development, grade, number of students, existing knowledge, skill base, learning needs, motivation and readiness, and presentation time frame. Assessment is based on assigned classroom students.	Identifies topic. Assessments data well organized with literature based analyses, but did not appropriately address one or two of the following: age, growth & development, grade, number of students, existing knowledge, skill base, learning needs, motivation and readiness, and presentation time frame. Assessment components are based on assigned classroom students with minimal generalization.	Identifies topic. Limited evidence of literature to support assessment. Assessments data organized but did not appropriately address three of four of the following: age, growth and development, grade, number of students, existing knowledge, skill base, learning needs, motivation, and readiness, and presentation time frame. Generic assessment data presented.	Topic is superficial. Superficial literature to support assessment. Assessment data did not appropriately address five or six of the following: age, growth & development, grade, number of students, existing knowledge, skill base, learning needs motivation and readiness, or presentation time frame.	Topic is vague. Topic is not researched or clearly indicated. Assessment is incomplete with few superficial components regarding age, growth & development, grade, number of students, existing knowledge, skill base, learning needs motivation and readiness, or presentation time frame.	Topic is not identified. Assessment data did not significantly address the following concepts in order to develop a scholarly presentation: age, growth & development, grade, number of students, existing knowledge, skill base, learning needs, motivation and readiness, or presentation time frame. Content is plagiarized.
Goals	Clear, detailed measurable goals that are specific, concise and attainable within an appropriate time frame. Identifies both teacher (N295 student) and children's learning goals.	Clear direction is established although some detail is missing. Reasonable, measurable, and attainable within time frame. Superficially identifies teacher goals and children's goals.	More detail is required in order to address what will be taught. Goals are reasonable, measurable, and attainable within the time frame. Either teacher or children's learning goals are absent.	Teaching and learning goals are superficial or ambiguous; difficult to measure or lacking a measurable time frame. Either teacher or children's goals are absent.	Teaching and learning goals are vague and unmeasurable. Either teacher or children's goals are absent.	Student teaching goals are vague or absent. Goals are not measurable.

NURSING 295 School Teaching Presentation Marking Guide

	A+/A-	B+/B/B-	C+/C	C-	D	F
Plan, Teaching Strategies and Content	Plan well organized. Objectives and strategies are age appropriate, varied, creative, and appropriately linked to the goals. Content is well developed and aligns well with assessment and strategies. Complete presentation material and equipment is handed in to tutor and school teacher 2 days (minimum) prior to presentation to peers. Plan is supported by appropriate and current scholarly references for teaching and learning, growth and development, topic content and presentation methods.	Plan well organized. Strategies are appropriate and reflect intent to meet goals. Content is well developed and aligns with assessment and strategies. Complete presentation is handed in to tutor and school teacher 1 day prior to presentation to peers. Plan is supported by appropriate and current scholarly references for teaching and learning, growth and development, topic content and presentation methods.	Plan is somewhat organized. More detail required. Strategies are limited but adequately reflect the intent to meet goals but more detail is required in order to align with assessment and proposed strategies. Complete presentation is handed in to tutor and school teacher the day of presentation to peers.	Minimal organization of plan. Strategies are limited and not specific to the goals. Content is present but lacking in alignment to assessment and strategies. Teaching package handed in to tutor and school teacher after presentation to peers.	Lacking creativity and content detail that clearly identifies what will be taught. Minimal organization and planning evident. Strategies are vague, inadequate and do not link with goals. Teaching package handed in to tutor and/or classroom teacher after presentation to school children.	No organization of plan. Minimal and/or inappropriate resources were selected. Content is superficial and not aligned to assessment and strategies. Teaching package not handed in.
Evaluation forms	Teacher and Peer evaluation tool is well developed indicating presentation date and classroom teacher signature. Completed forms are submitted to tutor immediately after peer evaluation and classroom presentation.	Teacher and Peer evaluation tool is well developed indicating presentation date and/or classroom teacher signature. Completed forms are submitted to tutor after peer evaluation and classroom presentation.	Teacher and/or Peer evaluation tool is developed but lacking validating components, and submitted to tutor incomplete or greater than one day after peer evaluation and classroom presentation.	Teacher and Peer evaluation tool is superficial or incomplete. Peer evaluation or teacher evaluation is returned to tutor \geq 5 days post classroom presentation.	Teacher and Peer evaluation tools are vaguely developed and/or not submitted to tutor.	Teacher and Peer evaluation tool is incomplete or absent.

NURSING 295 School Teaching Presentation Marking Guide

	A/A-	B+/B/B-	C+/C	C-	D	F
APA format	Followed APA format consistently.	APA format required minor revisions	APA format inconsistently met on title page or reference page	APA format requires revisions on title page and reference page	Limited application of APA format	APA format not applied. Content is plagiarized.
Presentation to peers and classroom	The student articulates & provides 1) Clear objective and goals 2) Presentation is well paced and organized filling the time frame 3) Content relates to health topic	Presentation is vague or missing one of the following components: 1) Clear objectives and goals 2) Organization resulting in over time or under time frame 3) Health topic content	Presentation is superficial and missing two of the following components: 1) Clear objectives and goals 2) Organization resulting in over time or under time frame 3) Health topic content	Presentation is superficial and lacking evidence and /or quality in the following components: 1) Clear objectives and goals 2) Organization resulting in over time or under time frame 3) Health topic content	Presentation goals or objectives are inadequate or absent. Inappropriate use of time.	No evidence of presentation goals and objectives. Inappropriate use of time.
Presentation characteristics	Evidence of quality presentation 1) Articulates the content 2) Maintains eye contact with audience 3) Voice, volume and tone adequate 4) Engaging the audience 5) Professional appearance and posture	Presentation lacks one of the following characteristics: 1) Does not read content 2) Maintains eye contact 3) Voice, volume and tone adequate 4) Engaging the audience 5) Professional appearance and posture	Presentation lacks two of the following characteristics: 1) Does not read content 2) Maintains eye contact 3) Voice, volume and tone adequate 4) Engaging the audience 5) Professional appearance and posture	Presentation lacks three of the following characteristics: 1) Does not read content 2) Maintains eye contact 3) Voice, volume and tone adequate 4) Engaging the audience 5) Professional appearance and posture	Presentation lacks four of the following characteristics: 1) Does not read content 2) Maintains eye contact 3) Voice, volume and tone adequate 4) Engaging the audience 5) Professional appearance and posture	Presentation lacks the following characteristics: 1) Reads the presentation content 2) Maintains eye contact 3) Voice, volume and tone adequate 4) Engaging the audience 5) Professional appearance and posture

APPENDIX G



**CONSENT FOR COLLECTION OF PERSONAL INFORMATION
DURING HOME VISITS (NURSING)**

University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College

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I hereby give consent for a Nursing student of the Collaborative Baccalaureate Nursing program at Keyano College to conduct home visits. By signature of this document, I acknowledge and understand the following:

1. The home visits provide the student with an opportunity to engage in the establishment of a nurse-family relationship;
2. The focus of the visit(s) is to conduct an assessment of an individual and/or family;
3. All data collected will remain confidential and if the data is used in an assignment or report, names and identifying characteristics will be removed or fictitious names and circumstances will be used to protect the identity of family members.
4. Upon completion of the course, the student will delete the data collected from their computer.

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By signing this document, I release Keyano College from any liability associated with the student's home visits.

_____ PRINT Name of Family Member	_____ SIGNATURE Family Member	_____ Date
--------------------------------------	----------------------------------	---------------

Family's Phone Number:

_____ PRINT Name of Student	_____ SIGNATURE Student	_____ Date
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_____ PRINT Name of Instructor	_____ SIGNATURE Instructor	_____ Date
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This personal information is protected by the provisions of the *Alberta Freedom of Information and Protection of Privacy Act (FOIP)*. If you have any questions about the collection or use of this

information, please contact: FOIP Coordinator, Keyano College, 8115 Franklin Avenue, Fort McMurray, Alberta, T9H 2H7, (780) 791-4800.

Prepared by: _____ Date: _____

Approved By: _____ Date: _____

Appendix D

Code of Ethics for Registered Nurses

CODE OF Ethics

FOR REGISTERED NURSES

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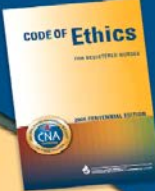
1. *Providing safe, compassionate, competent and ethical care*
2. *Promoting health and well-being*
3. *Promoting and respecting informed decision-making*
4. *Preserving dignity*
5. *Maintaining privacy and confidentiality*
6. *Promoting justice*
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Ethical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

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Approved by: _____ Date: _____