



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM:
Keyano College**

Course Outline

NURSING 391

NURSING PRACTICE V

February 29, to April 15, 2016

Instructors:

Group A (Surgery): Arlene Starkes

Group B (Medicine): Valetta Lawrence

Group C (Surgery): Doris Roth

Group D (Medicine): Nadine Rimmer

Revised 02/16

**NURSING 391
COURSE OUTLINE**

CALENDAR STATEMENT:

NURS 391 Nursing Practice V *7 (fi 14) (either term, 3-26-2c in 7 weeks).

Practice focuses on restoration, rehabilitation, and support (including health promotion and disease prevention) of clients experiencing more acute variances in health across the life-span.

Practice occurs in primary-, secondary-, and tertiary-level acute care settings.

Prerequisites: NURS 290, 291, 294, 295. Pre- or co requisite: NURS 390.

“In Year 1 only, prerequisites may be configured to meet site course requirements.”

COURSE HOURS:

LEC: 0 SEM: 21 LABS: 14 CLINICAL: 182

COURSE DESCRIPTION:

Opportunities will be provided for students to develop advanced skills in health assessment, intervention and communication with clients across the life-span. The focus of this clinical course will be the client and their families with more acute variances in health. Students will continue to utilize health promotion, and all levels of prevention in nursing practice. Nursing practice over a continuous block of time will occur in various acute care settings.

TUTOR INFORMATION

Name: Arlene Starkes Office: 780 791 8987 Room: S109 A Email: arlene.starkes@keyano.ca	Name: Doris Roth Office: 780 791 8919 Room: 187 C Email: doris.roth@keyano.ca
Name: Valetta Lawrence Office: 780 715 3915 Room: S109 G Email: valetta.lawrence@keyano.ca	Name: Nadine Rimmer Office: 780 792 5701 Room: S109 F Email: nadine.rimmer@keyano.ca

Weekly office hours are scheduled around clinical hours. Please see timetable

LEARNING OUTCOMES:

LEVELS OF INDEPENDENCE

In evaluating learning outcomes, 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 instructor tells the student what to do, about what steps to take.

Information: Clinical instructor tells the student specifics about a concept or topic.

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

Prompting: Clinical instructor provides the 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 instructor provides positive feedback for correct information and direction provided by the student.

Consultation: The student provides clinical instructor 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 instructor now and then.

In addition to maintaining competency with previous course objectives, upon completion of Nursing 391, the nursing student will be able to meet the following learning outcomes:

Learning Outcomes

Students are responsible to familiarize themselves and must regularly refer to the document entitled **Graduate Competencies and Year-End Outcomes Condensed Version 2015-2016**.

Attention must be given to the Year 3 Column and the competencies that are identified as being relevant to NURS 391. **This document serves as the basis for the evaluation of students' clinical practice.** (These can be found in the 2015-2016 **Keyano College Student Handbook**).

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

- CARNA Nursing Practice Standards (2013) and all other CARNA standards
 - The CNA Code of Ethics for Registered Nurses (2008).
1. Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process in utilizing context-based learning, in all learning activities.
 2. Demonstrate, independently or with guidance, the ability to practice in accordance with Year 3 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2015-2016*.
 3. Demonstrate, with guidance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing more acute variances in health.
 4. Demonstrate, with guidance, the ability to provide evidence-based, competent nursing care to clients experiencing more acute variances in health, in a variety of settings (primarily, secondary and/or tertiary level acute care settings).
 5. Demonstrate, with minimal guidance, the ability to manage health promotion and prevention activities using advanced therapeutic/interpersonal communication skills, health counseling skills, and teaching and learning principles.
 6. Demonstrate the ability to integrate knowledge into clinical practice.

REQUIRED TEXTS

All textbooks acquired in previous years.

Canadian Nurses Association (2008). *Code of ethics for registered nurses*. Ottawa, ON: Author.

Resources available on Moodle

NURSING PROGRAM POLICIES

Please refer to the **Keyano College Nursing Program Student Handbook** for specific nursing program policies and to **Keyano College Credit Calendar** for general college policies and the Students' Rights, Responsibilities, Student Misconduct and Discipline and the Student Appeal Process.

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

- The student will contact their assigned unit;
- The student will contact The Nursing Office at 791- 4889 and leave a message;
- The individual instructor will advise students if and how they wish to be contacted, including the number; and
- The Instructor may advise the student to contact the Keyano College Nurse at 791-4808.

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

- The student will contact their assigned unit;
- The student will contact the Nursing Office at 791- 4889 and leave a message; and
- The individual instructor will advise students if and how they wish to be contacted, including the number.

Students not following these requirements will be considered absent without leave and this may result in clinical failure

Students with Disabilities

It is the College's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please let your instructor know immediately so options can be discussed. You are also welcome to contact Disability Services to establish reasonable accommodations. Please call 780-791-8934 or drop in at CC -167 (across from the Library).

Withdrawal Dates for Classes:

Students may drop a course without academic or financial penalty within the first 1/8 of the course start date. Students who withdraw between 1/8 and 3/4 the length of a course will receive a grade of "W" (no GPA calculation) for their course(s). After 3/4 into the course length, students are not eligible to withdraw (calculated as 0 in GPA). Unsuccessful performance in a clinical course will result in a grade of F regardless of withdrawal date.

Examinations:

Please consult the 2015-2016 Keyano College Calendar for the policy statement on examinations.

Statement on Plagiarism

All students must complete the Plagiarism/Tutorial Certificate found on Moodle. To locate this information, sign into Moodle and on the left side of the page under student the tutorial can be located.

Expectations:

1. Beginning in January 2016, all students must complete this tutorial. The certificate must be shown to the instructor prior to submitting any written assignment. Failure to show the instructor the certificate of completion could result in a late written assignment penalty.
2. If you have completed this tutorial in a University Studies course you can show your instructor the certificate. The tutorial is required to be completed only once during your time at Keyano unless you have left the program and returned.
3. Beginning in September, 2016 all new students must complete the plagiarism tutorial.

Expectations of Students Writing on-Line Exams

1. Students are responsible for accessing the exam from a location and computer of their choice. The student is responsible for discussing any computer/internet issues with the Instructor at least two days prior to the exam date listed on the course timetable.
2. Quizzes and exams are not open book exams. The quiz or exam is to have been studied for prior to the quiz/exam date and is to be completed independently; that is by oneself, not in collaboration with or company of another person or persons. No photos of quiz/exam questions are to be taken via phones.
3. Once the quiz/exam has started, the student will submit their answers immediately before going on to the next question. The student will not be able review/change answers.
4. Students must ensure they have a reliable internet connection.
5. If students are writing from outside Fort McMurray or in another province, it is the students' responsibility to ensure the time change is adhered to. That is if the exam is to start at 0900 hours Alberta time and is being written in Ontario, then the time to begin the exam is at 1100 hours Ontario time. It is **strongly recommended** that students write within Alberta as Moodle may not be supported outside of the province. Students must seek permission from instructor if writing a quiz/exam outside of the province.
6. Time for online quizzes/exams will be strictly adhered to. For example, if a quiz is for thirty minutes it will be open for exactly thirty minutes. The instructor will let the student know the exact time of the quiz/exam. Fourth year students will have access to the NCLEX prep exam for 60-90 minutes after the exam closes in order for review of rationale to occur for questions they answered incorrectly.

7. No grades will be released until the instructor has had time to review the quiz/exam stats. Once the review has been done, the marks will be released. Review of quiz/exam questions in class will be done at the instructors' discretion.
8. If any arises during the taking of the quiz/exam, the student is to contact the instructor immediately at the time of the issue.
9. It is the responsibility of each student to be familiar with the contents of the Student Code of Conduct. At the beginning of January 2016, it will be mandatory that all students sign a form identifying they have read/or are familiar with the Student Code of Conduct. First, Second, and Third year students will have read or are familiar with the Keyano College Student Code of Conduct. Fourth year students will identify they are familiar with the University of Alberta Student Code of Conduct. Beginning in September 2017, all new students plus students moving from third to fourth year will be mandated to sign the above form(s).

REQUIRED CLINICAL/LEARNING EXPERIENCES

In order to pass NURS 391, students must (a) demonstrate safe, knowledgeable and ethical behaviors expected of a professional in ALL nursing practice, lab and home visit experiences and (b) complete all the specified learning experiences and assignments as listed below. Students are EXPECTED to implement previously learned nursing skills.

1. During the Nursing 391 course, students will have a continuous experience in an acute care setting with adults or children, and/ home care which will include nursing care of clients and families experiencing increasingly complex and more acute variances in health. The selected areas of nursing practice will include:
 - Six weeks on Medicine **or** Surgery
 - Two days in a separate specialty area.
 - Clinical days will be **12 hours**. Specialty placements will be 8 or 12 hours depending on the area.
 - Two days in Home Care
 - The specialty areas will include **Ambulatory Care, Emergency, Intensive Care, Pediatrics and Operating Room** and may also include additional areas as they are available and agreed upon with the instructor and student.

- The specialty area will be assigned with student input wherever possible.
 - Students will be co-assigned to a registered nurse in the specialty area.
 - An instructor will be available by Vocera/cell phone while students are in the specialty area.
 - Instructor contact information will be given out at orientation and also available on the assignment sheets on the medicine/surgery units.
 - Please see timetable for dates and times of clinical practice.
2. Where the clinical setting allows, students will coordinate care for 3 clients. Alternatively, bearing in mind the characteristics of specific placement settings such as client acuity level, students will then coordinate care for 2-3 clients. The emphasis should be on learning depth, breadth and client safety.
 3. Participate in selected lab activities and seminars.
 4. Use a nursing model to assess and intervene with clients and their families.
 5. Participate in client and family education.
 6. Collaborate with client, family, community, nurses and members of other disciplines.

REQUIRED LEARNING EXPERIENCES AND EVALUATION

Overview of Evaluation

1. Medication Administration Safety Screen Examination	PASS/FAIL
March 2 nd : ALL Groups	
2. Theory Exam	30%
April 8 th (online): ALL groups	
3. Evaluation of Nursing Practice (ENP)	70%
Final Evaluations: April 15 th	
ALL Groups, by appointment	
	Total: <u>100%</u>

COURSE EVALUATION:

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

ALL Groups: March 2nd - 0900-1000

Room: *Please see timetable for room numbers*

Students will write the MASS Exam during the first week of the course. The exam will include course appropriate level of application of dosage calculations, medication preparation and administration protocols. Students may use a basic calculator in the exam. The pass mark is **90%**.

Students are required to review all previous Medication Calculation material and exercises. Completion of the practice quiz at the end of Chapters 8, 9 and 10 in the Henke text is **Mandatory**. All calculations must be written out and this material must be presented to your instructor prior to completing the MASS exam. Failure to do so will be reflected in the ENP.

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.

Medication administration in clinical practice **will not commence** until successful completion of the supplemental MASS exam. Should it be necessary, the student and the instructor will schedule the MASS re-write at a mutually agreed upon time.

2. Theory Examination (30%)

All Groups: April 8th (online)

The purpose of the exam is to assist the student with the application of theory to practice. The exam will consist of 85 multiple choice questions, on labs and medical/surgical clinical practice.

3. Evaluation of Nursing Practice (ENP) (70%)

All Groups: April 15th

Room: Instructor's office: By appointment

A written formative and summative evaluation of Nursing Practice will be completed by the student and the instructor. This will be accomplished through observation, assessment and evaluation of student performance in the clinical setting. Evaluations will be completed by the assigned instructor and may be supplemented with input from peers, staff from clinical exposure areas, clients, and other nursing faculty.

Additionally, preparation and clinical knowledge will be assessed through concept mapping, as well as through the application of the nursing process (assessment, nursing diagnosis, goals, interventions and evaluation) for each assigned client.

Students are expected to be prepared for each clinical day by researching procedures, medical conditions, and medications, etc. prior to providing client care. Required psychomotor skills may also need to be reviewed prior to clinical experience.

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 instructor during clinical time.

It is highly encouraged that students evaluate their nursing practice through weekly completion of the (ENP) including the application of critical self-reflection. Written reflection will be required for the final evaluation of nursing practice (ENP). Additional reflection may be required by individual instructors.

Due to the length of the ENP Guide, this document is included as a separate document on Moodle. The student MUST review this guide prior to completing the mid-term and final ENP.

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

- Journaling is NOT an exercise to document a day in clinical.
- Describe in detail a significant experience that you had during your week. Include thoughts, feelings, and perceptions.
- Reflect on the experience. Describe why this experience was important to you, and what factors (assessment, previously learned experiences, values, beliefs, stereotypes or biases) influenced yours/someone's else's decisions/actions/feelings.
- Evaluate your strengths and areas needing improvement in this situation. What were the strengths and areas for improvement for the other health care professionals involved? Explain why you think these were areas of strength or areas needing development. How the client/family is ultimately affected?
- Describe your significant learning. How does this impact your nursing practice? Describe what you would do differently/investigate/maintain if a similar incident should occur in the future. Describe what you would teach someone else (i.e. peer) about this incident in order to improve nursing practice.
- Critical self-reflection should include evidence from the literature.
- Confidentiality MUST be maintained. Students are not to breach client confidentiality when describing a clinical incident.

Weekly / Midterm Evaluations:

Instructors may elect to do weekly evaluations with students. Weekly evaluations will be reviewed with the student and signed by both the Instructor and the Student. Weekly evaluations will be attached to the back of the Final ENP.

If weekly evaluations are not done then a Midterm Evaluation during the week of March 21-25th. The Instructor and student will meet for the midterm evaluations at predetermined times as set up by the Instructor in advance. Students must come to the meeting prepared

Students must complete a Self-Evaluation including:

- a. Their strengths and opportunities for improvement documented and be prepared to discuss them. The focus of the midterm evaluation will be reflection on practice and not assessment of grades. No grades will be discussed during midterm evaluations.

- b. At minimum, one (1) instance of critical self-reflection documented based on their experiences that follow the Guidelines for Critical Self-Reflection outlined on the previous page. Students must also bring personalized article(s) used as evidence in the self-reflection.

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

Final Evaluation

At the completion of this clinical course a written, summative, evaluation of nursing practice will be completed by the student and the assigned instructor. The final evaluation will be held on an individual basis in the instructor's office on April 15th or as designated by the instructor. At this evaluation, students are to bring a completed self-evaluation based on criteria found in **Appendix A**.

Students are expected to include:

- a. One (1) example of critical self-reflection for **each section of the ENP** based on their experiences that follow the Guidelines for Critical Self-Reflection outlined on the previous page. This reflection should include your examples supported by the literature that identify how the course learning outcomes were met. Ensure your reflection includes the behaviours you exhibited to demonstrate your professionalism as nursing student. Students must also submit the personalized article(s) used as evidence in the self-reflection.
- b. Students are to complete and submit the ENP form that reflects their proposed grade and rationale prior to the final evaluation date. Students who do not complete the ENP form, *with a proposed grade*, will be required to rebook an appointment with the tutor.

STUDENTS MUST RECEIVE A MINIMUM OF 60 % (C-) IN THE CLINICAL COMPONENT OF NURSING 391 IN ORDER TO PASS THE COURSE.

Students must pass **ALL** components of the ENP in order to pass the course.

Students who demonstrate unsatisfactory clinical performance, indicative of clinical failure, will be informed immediately by the instructor. 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.

Course Evaluation

PLEASE NOTE: Students are to complete an on-line course evaluation for Nursing 391. Student feedback is important to ensure continued provision of high quality education in the baccalaureate program. Evaluations can be accessed at:
<http://keyano.fluidsurveys.com/s/nursing-student-evaluation/>

Please review Code of Ethics (Appendix B)

The Code of Ethics for Registered Nurses (CNA, 2008) guides nursing practice and must be reflected in all components of Nursing 391 and evidenced in the ENP. See Appendix B and the University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook Nursing Program Policies for detailed descriptions of the Code of Ethics.

LAB EXPERIENCES

Students are **expected** to attend and participate in the following laboratory sessions (**see timetable for dates, times and room numbers**). Learning outcomes for each lab include the demonstration and understanding for each skill with a minimum expectation to provide safe and competent care.

- a. Comprehensive Chest Assessment, Chest Physio and Chest Tubes
- b. Complex Wound Care
- c. Tracheostomy Care and Suctioning
- d. Nasogastric tube Insertion and Care
- e. Central Venous Access Devices
- f. Review of skills/IV medication administration

Appendix A

Evaluation of Nursing Practice – Winter 2016

- Clarification:** The faculty member, using critical questioning and student feedback, seeks to promote the student's clear understanding of the required knowledge.
- Prompting:** The faculty member uses cues/prompts to strengthen the breadth and depth of the student's knowledge.
- Confirmation:** The faculty member verifies for the student the accuracy of her/his knowledge.
- Consultation:** The faculty member and the student have regular discussion to allow the student to share information, seek direction and ask questions.
- Occasional:** The faculty member provides the student with intermittent direction, promoting and clarification as the student moves towards an expected level of autonomy.

UNIVERSITY OF ALBERTA - FACULTY OF NURSING NURS 391 Evaluation of Nursing Practice

Student is to complete ENP and send to faculty electronically through University of Alberta email. Examples required.
Faculty documentation with specific examples are required if faculty disagrees.

RELATED COURSE OBJECTIVE:

Demonstrate the ability to practice in accordance with NURS 391 competencies as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2015-2016*.

PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY				
<p>The nursing student demonstrates professional conduct and that the primary duty is to the client to ensure safe, competent, compassionate, ethical care.</p> <ul style="list-style-type: none"> Refer to the ENP guide and to the Graduate Competencies and Year-End Outcomes Condensed Version 2015-2016 Provide relevant examples as evidence you meet the competencies related to this section “Professional Responsibility and Accountability. These examples must be specific to this clinical course. 				
CARNA condensed competencies No. 1 to 4. Refer to the ENP guide to complete this ENP.	Mid-term evaluation			Final evaluation
	Pass Competencies met <input type="checkbox"/>	At risk * <input type="checkbox"/>	Fail Competencies not met* <input type="checkbox"/>	Grade /4
Comments:				
Student: Provide relevant examples				
Instructor:				
KNOWLEDGE-BASED PRACTICE				
A. Specialized Body of Knowledge				
<p>The student has knowledge from nursing and other sciences, humanities, research, ethics, spirituality, relational practice, and critical inquiry.</p> <ul style="list-style-type: none"> Refer to the ENP guide and to the Graduate Competencies and Year-End Outcomes Condensed Version 2015-2016 				

Appendix A
Evaluation of Nursing Practice – Winter 2016

<ul style="list-style-type: none"> Provide relevant examples as evidence you meet the competencies related to this section “Knowledge-based Practice (specialized body of knowledge)”. These examples must be specific to this clinical course. 				
CARNA condensed competencies No. 5 to 10. Refer to the ENP guide to complete this ENP.	Mid-term evaluation			Final evaluation
	Pass Competencies met <input type="checkbox"/>	At risk * <input type="checkbox"/>	Fail Competencies not met* <input type="checkbox"/>	Grade: /4
Comments:				
Student: Provide relevant examples				
Instructor:				
KNOWLEDGE-BASED PRACTICE B. Competent Application of Knowledge. <ul style="list-style-type: none"> Ongoing Comprehensive Assessment. Health Care planning. 				
The student demonstrates competence in the provision of nursing care. The competency statements in this section are grouped into four areas about the provision of nursing care: ongoing comprehensive assessment, health care planning, providing nursing care, and evaluation. The provision of nursing care is an iterative process of critical inquiry and is not linear in nature.				
Area 1: Ongoing Comprehensive Assessment: the nursing student incorporates critical inquiry and relational practice to conduct a client-focused assessment that emphasizes client input and the determinants of health,				
Area 2: Health care planning: within the context of critical inquiry and relational practice, the nursing student plans nursing care appropriate for clients which integrates knowledge from nursing, health sciences and other related disciplines, as well as knowledge from practice experiences, clients’ knowledge and preferences, and factors within the health care setting.				
<ul style="list-style-type: none"> Refer to the ENP guide and to the Graduate Competencies and Year-End Outcomes Condensed Version 2015-2016 Provide relevant examples as evidence you meet the competencies related to this section “Knowledge-based Practice (ongoing comprehensive assessment and health care planning)”. These examples must be specific to this clinical course. 				
CARNA condensed competencies No. 11 to 15. Refer to the ENP guide to complete this ENP.	Mid-term evaluation			Final evaluation
	Pass Competencies met <input type="checkbox"/>	At risk * <input type="checkbox"/>	Fail Competencies not met* <input type="checkbox"/>	Grade: /4

Appendix A
Evaluation of Nursing Practice – Winter 2016

Comments:				
Student: Provide relevant examples				
Instructor:				
KNOWLEDGE-BASED PRACTICE B. Competent Application of Knowledge. <ul style="list-style-type: none"> Providing Nursing Care. Evaluation of client care 				
Area 3: The nursing student provides client-centred care in situations related to: <ul style="list-style-type: none"> health promotion, prevention and population health; maternal/child health; altered health status including acute and chronic physical and mental health conditions and rehabilitative care; palliative care and end-of-life care. 				
Area 4: The nursing student monitors the effectiveness of client care to inform future care planning. <ul style="list-style-type: none"> Refer to the ENP guide and to the Graduate Competencies and Year-End Outcomes Condensed Version 2015-2016 Provide relevant examples as evidence you meet the competencies related to this section “Knowledge-based Practice (providing nursing care and evaluation)”. These examples must be specific to this clinical course. 				
CARNA condensed competencies No. 16 to 24. Refer to the ENP guide to complete this ENP.	Mid-term evaluation			Final evaluation
	Pass Competencies met <input type="checkbox"/>	At risk * <input type="checkbox"/>	Fail Competencies not met* <input type="checkbox"/>	Grade: /4
Comments:				
Student: Provide relevant examples				
Instructor:				

Appendix A

Evaluation of Nursing Practice – Winter 2016

ETHICAL PRACTICE				
The nursing student:				
<ul style="list-style-type: none"> demonstrates competence in professional judgment and practice decisions guided by the values and ethical responsibilities in the CNA Code of Ethics for Registered Nurses (2008, and the CARNA document Ethical Decision-making-for Registered Nurses in Alberta: Guidelines and Recommendations (2010). engages in a critical inquiry to inform clinical decision-making and establishes therapeutic, caring, and culturally safe relationships with clients and health-care team. Refer to the ENP guide and to the Graduate Competencies and Year-End Outcomes Condensed Version 2015-2016 Provide relevant examples as evidence you meet the competencies related to this section “Ethical Practice”. These examples must be specific to this clinical course. 				
CARNA condensed competencies No. 25 and 26. Refer to the ENP guide to complete this ENP.	Mid-term evaluation			Final evaluation
Pass Competencies met <input type="checkbox"/>	At risk * <input type="checkbox"/>	Fail Competencies not met* <input type="checkbox"/>	Grade: /4	
Comments:				
Student: Provide relevant examples				
Instructor:				
SERVICE TO PUBLIC				
The nursing student:				
<ul style="list-style-type: none"> Demonstrates an understanding of the concept of public protection and the duty to provide nursing care in the best interests of the public. Refer to the ENP guide and to the Graduate Competencies and Year-End Outcomes Condensed Version 2015-2016 Provide relevant examples as evidence you meet the competencies related to this section “Service to Public”. These examples must be specific to this clinical course. 				
CARNA condensed competencies No. 27 to 30. Refer to the ENP guide to complete this ENP.	Mid-term evaluation			Final evaluation
Pass Competencies met <input type="checkbox"/>	At risk * <input type="checkbox"/>	Fail Competencies not met* <input type="checkbox"/>	Grade: /4	
Comments:				
Student: Provide relevant examples				

Appendix A
Evaluation of Nursing Practice – Winter 2016

Instructor:			
SELF-REGULATION			
<p>The nursing student understands the requirements of self-regulation in the interest of public protection.</p> <ul style="list-style-type: none"> Refer to the ENP guide and to the Graduate Competencies and Year-End Outcomes Condensed Version 2015-2016 Provide relevant examples as evidence you meet the competencies related to this section “Self-Regulation”. These examples must be specific to this clinical course. 			
CARNA condensed competencies No. 31 and 32. Refer to the ENP guide to complete this ENP.	Mid-term evaluation		Final evaluation
	Pass Competencies met <input type="checkbox"/>	At risk * <input type="checkbox"/>	Fail Competencies not met* <input type="checkbox"/>
Comments:			
Student: Provide relevant examples			
Instructor:			
INQUIRY LEARNING			
<p>The nursing student demonstrates competency with the application of the elements of self-regulating in theory, laboratory and clinical experiences.</p> <ul style="list-style-type: none"> Refer to the ENP guide and to the Graduate Competencies and Year-End Outcomes Condensed Version 2015-2016 Provide relevant examples as evidence you meet the competencies related to this section “Inquiry Learning”. These examples must be specific to this clinical course. 			
CARNA condensed competencies No. 33 to 36. Refer to the ENP guide to complete this ENP.	Mid-term evaluation		Final evaluation
	Pass Competencies met <input type="checkbox"/>	At risk * <input type="checkbox"/>	Fail Competencies not met* <input type="checkbox"/>
Comments:			
Student: Provide relevant examples			
Instructor:			

Name of student	
Name of Instructor	

Mid-term evaluation	
Comments (Student)	
Strengths:	
Recommendations:	
Signature (student)	
Comments (Instructor)	
Strengths:	
Recommendations:	
Action Plan: Document required	N/A <input type="checkbox"/> Attached: Yes <input type="checkbox"/> No <input type="checkbox"/> Student's initials _____
Signature (Instructor)	

Final evaluation	
Comments (Student)	
Strengths:	
Recommendations:	
Signature (student)	
Comments (Instructor)	
Strengths:	

Appendix A
Evaluation of Nursing Practice – Winter 2016

Recommendations:		
Action Plan: Document required	N/A <input type="checkbox"/>	Attached: Yes <input type="checkbox"/> No <input type="checkbox"/> Student's initials _____
Signature (Instructor)		

Appendix B

Code of Ethics for Registered Nurses

CODE OF Ethics

FOR REGISTERED NURSES

Nursing Values and Ethical Responsibilities

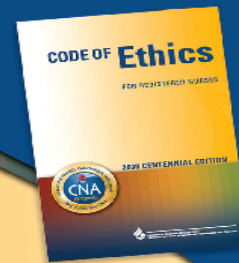
The core ethical responsibilities central to ethical nursing practice are articulated through the code's seven primary values and accompanying responsibility statements. See the code to read the responsibility statements connected with each of these seven values.

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

