UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE NURSING
PROGRAM: KEYANO COLLEGE

NURSING 191
Section A, B, C, D, X
NURSING PRACTICE I
Course Outline

NOVEMBER 12, 2012– DECEMBER 7, 2012

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        Arlene Starkes BSc, BNRN
        Madge Applin RN, BN

R: August 2012
# Nursing 191 Nursing Practice I

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NURSING 191
NURSING PRACTICE I
COURSE OUTLINE

CALENDAR STATEMENT

Nursing 191 - Nursing Practice I *3 (3 lab-2 seminar-16 clinical) in 4 weeks.
Beginning nursing practice with a focus on health promotion and interaction with clients across
the lifespan in a variety of non-traditional settings.
Pre-requisite: NURSING 190.

COURSE HOURS

Lab: 12 hours Seminar: 8 hours Clinical: 64 hours

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

COURSE DESCRIPTION

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

COURSE OBJECTIVES

LEVELS OF INDEPENDENCE

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

With assistance: The student requires direction and information.
With minimal assistance: The student requires occasional direction and information.

With guidance: The student requires clarification, prompting and confirmation.

With minimal guidance: The student requires occasional clarification, prompting and confirmation.

Independently: The student works mostly on his or her own and seeks information, clarification and consultation as appropriate.

- **Direction**: clinical tutor tells student what to do, about steps to take
- **Information**: clinical tutor tells student specifics about a concept, topic
- **Clarification**: clinical tutor, through questioning and feedback, assists the student to state their information in a different and clearer way, often with more details. Student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base.
- **Prompting**: clinical tutor provides student with a cue that answer is incomplete or incorrect and how to resolve the lack of information. A prompt is broader than a hint. Prompting is generally used to add breadth or depth.
- **Confirmation**: clinical tutor provides positive feedback for correct information and direction provided by the student
- **Consultation**: student provides clinical tutor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.
- **Occasional**: indicates that input is provided by clinical tutor now and then

**OBJECTIVES**

Overarching statements:

Students are responsible to familiarize themselves with *Graduate Competencies and Year-End Outcomes (with Cross Reference to Courses) 2010-2011*. Attention must be given to the competencies that are identified as being relevant to Nursing 191.
Students must regularly refer to the document entitled *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011*. Attention must be given to the Year 1 column. This document serves as a basis for the evaluation of students’ clinical practice.

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

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

- College and Association of Registered Nurses of Alberta (CARN) Nursing Practice Standards (2003) and all other CARN standards.

1. **Demonstrate with assistance, the processes of self-directed learning, critical thinking, and group process in context-based learning and in a variety of community settings.**
2. **Demonstrate with assistance, the ability to practice in accordance with Year 1 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011*.**
3. **Demonstrate with assistance, the ability to use professional and therapeutic communication skills to collaborate with clients across the lifespan.**
4. **Demonstrate with assistance, the ability to use professional communication skills with colleagues, professionals, and other individuals encountered in the practice environment(s).**
5. **Demonstrate with assistance, the ability to establish a helping relationship with clients.**
6. **Demonstrate with assistance, the ability to engage in health promoting activities with clients.**
7. **Demonstrate with assistance, the ability to conduct selected assessments with healthy individuals across the lifespan in the context of family within a community.**
8. **Demonstrate with assistance, the ability to engage in evidence-based practice.**
9. **Demonstrate the ability to integrate knowledge into clinical practice.**
TUTOR INFORMATION

Group A
Valetta Lawrence
Work Number: 708-715-3915
e-mail: valetta.lawrence@keyano.ca

Group B
Madge Applin
Work Number: 780-791-8977
e-mail: madge.applin@keyano.ca

Groups C & D
Arlene Starkes
Work Number: 780-791-8987
e-mail: arlene.starkes@keyano.ca

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

NURSING PROGRAM POLICIES

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

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

CHEATING AND PLAGIARISM

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

CLINICAL CLEARANCE

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

CLINICAL ABSENCE

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

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

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

DISABILITY SUPPORT SERVICES: LEARNER ASSISTANCE PROGRAM

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

OVERVIEW OF LEARNING EXPERIENCES

COURSE/CLINICAL ORIENTATION

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

NURSING PRACTICE: COMMUNITY AGENCIES

Nursing 191, nursing practice will take place in a variety of Community Agencies. Students will work in assigned groups, participating in agency activities.
Many components will make up this nursing practice experience. Students will be expected to:

1. Complete 64 clinical hours as follows:
   - Week 1 – 8 hours
   - Week 2 – 16 hours
   - Week 3 – 16 hours
   - Week 4 – 8 hours
   - Group Assignment – 16 hours
2. Have the assigned Community Agency personnel sign a clinical log, weekly.
3. Participate in Agency activities.
4. Develop knowledge of how the Community Agency plays a role in overall health.
5. Assess the growth and development of the Community Agency population.
6. Assess the health determinants of the Community Agency population and identifying their strengths and/or areas of risk.
7. Complete a Health Promotion Teaching and Learning Group Presentation within the Agency.

LABS

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

Lab Topics include:

1. Windshield Survey
2. Nutritional Assessment
3. Exploration of Culture

SEMINARS

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

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

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

<table>
<thead>
<tr>
<th>METHOD OF EVALUATION</th>
<th>DATES</th>
<th>PERCENTAGE OF FINAL GRADE</th>
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<tbody>
<tr>
<td>Exploration of Culture Paper</td>
<td>November 22 2012</td>
<td>25%</td>
</tr>
<tr>
<td>Health Promotion – Teaching &amp; Learning Assignment (Presentation)</td>
<td>November 29, 2012</td>
<td>25%</td>
</tr>
<tr>
<td>Evaluation of Nursing Practice</td>
<td>December 7, 2012</td>
<td>50%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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PLEASE NOTE:

In order to pass Nursing 191, students must:

a. Demonstrate safe, knowledgeable, and ethical behaviors expected of a professional in all nursing practice, and lab settings; and
b. Complete all the specified learning experiences and assignments.
EXPLORATION OF CULTURE (25%)

Students are to write their definition of culture and what experiences have shaped this definition. Time will be given for this on Thursday, November 8, 2012 after the Windshield Survey Lab - this will be collected from each student by the Tutor at this time.

In preparation for the Exploration of Culture Lab (Thursday, November 22, 2012) the students will be asked to read:


At the end of this Lab the Tutor will return to each student their definition of culture. Using the article by Gregory et al. (2010), students will write a scholarly paper (maximum of 4 pages) to determine if their definition of culture at the beginning of the course was an essentialist view or a constructivist view. They will then analyze how the readings and the Lab provided them with new realizations/insights; discuss if their view has changed since then or do they still hold true. Students should discuss the idea that even though they may now realize they had a narrow view of culture that it may take time to really integrate their new understanding of culture as it is so ingrained and operates invisibly. It is expected that this assignment will follow APA format.

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

The marking guide can be found in Appendix E.

The assignment is due on **November 28, 2012** at 1200 hours. Papers are to be handed in to the Nursing Office.
HEALTH PROMOTION TEACHING AND LEARNING PRESENTATION (25%)

For the purposes of this presentation students will work in groups according to their assigned community agencies (2-3 students per group). The group presentation focuses on the assessment of your Community Agency Population and will consist of:

Presentation to Community Agency Population

The primary goal of the group presentation is to develop and deliver a health promotion teaching presentation at your assigned Community Agency Population. More specifically, students are expected to assess their population and identify a topic appropriate to the needs of that population (must be discussed with both the Tutor and Agency). Each group will then plan a health promotion/activity to present and deliver to their population. A variety of presentation methods can be used (i.e., poster, handouts, brochures, demonstration or a combination). This presentation should incorporate the principles of Primary Health Care and include the integration of nursing research-based literature.

Given that you are working in and with groups for this assignment, please review Nursing 190 Lab #1 regarding group dynamics, effective groups, and group roles prior to commencing this presentation assignment. The following is also a recommended reading in preparation for this presentation:


Students should strive to complete and deliver their presentation within week 3 (November 26 – 30, 2012). The time & date for this presentation must be determined in collaboration with the Tutor and Community Agency. Please prepare a list of references following APA format used for this presentation and submit to the Tutor on the day of the presentation.
Appendix F will be used, by the Tutor, for evaluation of the presentation. This presentation is a group presentation and all group members will receive the same mark. The marking guide includes pertinent information to review prior to commencing this assignment.

**EVALUATION OF NURSING PRACTICE (ENP) (50%)**

The Tutor will evaluate students’ practice in the assigned Community Agency. Evaluations will be completed by the Tutor and may be supplemented with input from the Agency and the clients. In order to pass Nursing 191 the student must receive a passing grade in the evaluation of their nursing practice. The final clinical evaluation will be scheduled by the Tutor during the last week of the course. Times will be organized with students.

In addition to the Evaluation of Nursing Practice (ENP) (See Appendix C), the Final Evaluation includes:

- Feedback from the assigned Community Agencies will also be considered as part of the ENP mark (See Appendix B for Community Agency Evaluation).

**Critical Self-Reflection**

Identifying critical incidents as a student in nursing education facilitates the integration of theory and practice and can assist the student to foster reflective practice, along with personal and professional development. Tutors will evaluate how students have shown reflective practice by asking questions throughout clinical, during post-conference, and final evaluations.

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

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

- Journaling is NOT an exercise to document a day in clinical.
- Describe in detail a significant experience that you had during your week. Include thoughts, feelings, and perceptions.
• Reflect on the experience. Describe why this experience was important to you, and what factors (assessment, previously learned experiences, values, beliefs, stereotypes or biases) influenced yours/someone’s else’s decisions/actions/feelings.

• Evaluate your strengths and areas needing improvement in this situation. What were the strengths and areas for improvement for the other health care professionals involved? Explain why you think these were areas of strength or areas needing development. How the client/family is ultimately affected?

• Describe your significant learning. How does this impact your nursing practice? Describe what you would do differently/investigate/maintain if a similar incident should occur in the future. Describe what you would teach someone else (i.e. peer) about this incident in order to improve nursing practice.

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

Student Preparation for their Final Evaluation:
The written final summative self evaluation will be completed (See Appendix C) and submitted to the Tutor by 1200 hours, December 3, 2012. This final summative evaluation must include:

1. All six (6) section of the ENP must be completed and include examples of what you did during your clinical experience that shows how you met the course objectives and the ENP criteria. Critical self-reflection, using the Guidelines for Critical Self-Reflection outlined on the previous page, should be used to support your examples. Articles, personalized and areas highlighted with additional comments, must be submitted with the ENP. These articles will be returned to the student during their final evaluation.

2. The student must assign themselves a final mark based on their own Evaluation of Nursing Practice (ENP). Students should come to the final evaluation meeting prepared to justify this mark.

The Tutor and student will review the self-evaluation together and the Tutor’s written evaluation and final clinical grade will be added to the student’s self-evaluation. Final course marks will be calculated based on the Keyano College Four Point Grading Scale (See Appendix D).
The Tutors will immediately inform students who at any time during the course demonstrate unsatisfactory clinical performance, indicative of clinical failure. To facilitate progress of a student with unsatisfactory performance, a remedial plan will be developed by the Tutor in consultation with the student.

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

**REQUIRED RESOURCES**

- Required texts from other nursing courses.
- **College and Association of Registered Nurses of Alberta (CARNA), and The Entry to Practice Competencies for the Registered Nurses Profession** (2006). Refer to Keyano College Student Handbook Nursing Program Policies for printed version or go to [http://www.nurses.ab.ca/pdf/Entry-to-Practice%20competencies.pdf](http://www.nurses.ab.ca/pdf/Entry-to-Practice%20competencies.pdf)
Appendix A
Students’ Rights & Responsibilities, Misconduct & Discipline and Student
Appeal Process

Students’ Rights

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

9. The student has the right to proper and impartial evaluation of his/her performance and the right to request a re-evaluation within time lines and procedures established by the College. The student has the right to be informed of how evaluation results will be conveyed to him or her and the appropriate timelines within which to expect such results.

10. The student has the right to accurate information pertaining to program or course information and College academic regulations including the institutional definition of plagiarism and other forms of academic misconduct.

11. The student has the right to have appeal policies and procedures printed in the College calendar and the right to know how to deal with situations that appear unjust.

12. The student has the right to freedom from being subjected to physical, verbal, mental, or sexual harassment including any indignity, injury, violence, or unfair accusation and is dealt with in accordance with the Rights’ Policy of Keyano College.

Students' Responsibilities

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

2. The student has the responsibility to respect other people right to health, security, personal preferences and freedom of expression and to be familiar with the Individual Rights’ Policy of this institution.

3. The student has the responsibility to refrain from threatening to subject or subjecting any person to physical, verbal, mental, or sexual harassment including any indignity, injury, violence, or unfair accusations.

4. The student has the responsibility to observe College and relevant government regulations, policies and procedures regarding responsible conduct within the College environment including conduct toward students, faculty, staff, administrators and property.
5. The student has the responsibility to be conversant with course content and organization, course methodology and course evaluation methods even when he/she is absent from particular classes.

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

7. The student has the responsibility to respect the faculty member’s right to set deadlines for assigned work, to expect assignments to be submitted at the times specified and to establish penalties for failure to comply with deadlines. The student further has the responsibility to familiarize him/herself with the expected times and methods used to convey results of assignments, examinations or other evaluations or decisions and to know the timelines set for appeal of same.

8. The student has the responsibility to conduct him/herself in an appropriate manner and to dress in a manner that reflects the safety requirements of the course consistent with the health and safety practices of his/her chosen field of study.

9. The student has the responsibility to refrain from unduly disturbing, disrupting or otherwise interfering with studies, laboratories, lectures, work or other activities of fellow students or staff.

10. The student has the responsibility to familiarize him/herself with academic regulations, graduation requirements, and/or program completion requirements.

11. The student has the responsibility to communicate with faculty members or counselors to attempt to resolve academic and/or personal problems he/she may encounter.

12. The student has the responsibility to know the consequences of plagiarism, fraud, deceit, and/or other forms of academic and non-academic dishonesty.

13. The student has the responsibility to know and to comply with college policy as well as the policy of any employer, or host organization of practicum or clinical activities when the student is involved in placement, site visit, coop or clinical placement on that employer’s work site.
Students' Misconduct and Discipline Policy

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

Academic Misconduct includes:
- Plagiarism or the submission of another person’s work as one’s own.
- The use of unauthorized aids in assignments or examinations (cheating).
- Collusion or the unauthorized collaboration with others in preparing work.
- The deliberate misrepresentation of qualifications.
- The willful distortion of results or data.
- Substitution in an examination by another person.

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

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

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

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

There are three possible stages to any appeal:

**Stage One:** Appeal to Division

**Stage Two:** Mediation

**Stage Three:** Student Appeal Committee

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

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

______________________________________________________________________________________________________
______________________________________________________________________________________________________

Name of Agency: ____________________________________________________

Signature of Agency Representative: _____________________________________

Date: _______________________________________________________________
Appendix C
Evaluation of Nursing Practice (2012)

STUDENT’S NAME (Print): ________________________________

TUTOR’S NAME (Print): ________________________________

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

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

Excellent (4)
Student meets the objectives at a “Level of Independence” greater than identified on the ENP, all of the time.

Very Good (3.5)
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 (3)
Student meets the objectives at a “Level of Independence” required on the ENP .

Marginal (2.5)
The student meets the objectives at a “Level of Independence” required on the ENP inconsistently

Unsatisfactory (0)
Student fails to meets the objectives at a “Level of Independence” required on the ENP

Failure in any one of the following six sections will constitute a failure in the course.
1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY
2. KNOWLEDGE - BASED PRACTICE
3. ETHICAL PRACTICE
4. SERVICE TO PUBLIC
5. SELF-REGULATION
6. CONTEXT BASED LEARNING

A student must receive 62.5% (15/24) on the ENP in order to pass the course. Each section is worth 4 marks.
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 assistance the ability to practice in accordance with Year 1 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011.*

<table>
<thead>
<tr>
<th>RC</th>
<th>1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Presents a professional image.</td>
</tr>
<tr>
<td>1.1</td>
<td>Demonstrates accountability for making decisions and the outcomes of those decisions.</td>
</tr>
<tr>
<td>2.1</td>
<td>Uses effective time management strategies in coordinating care, organizing workload, and setting priorities.</td>
</tr>
<tr>
<td>3.1</td>
<td>Demonstrates the ability to practice safely and within the limits of own competence and knowledge.</td>
</tr>
<tr>
<td>1.1</td>
<td>Demonstrates initiative and responsibility to accurately assess and meet own learning needs and implements learning goals to maximize and or improve nursing care.</td>
</tr>
<tr>
<td>3.1</td>
<td>Ensures personal, client and colleague safety by practicing within the policies and procedures of the agency/organization.</td>
</tr>
</tbody>
</table>
RELATED COURSE OBJECTIVES:

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

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

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

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

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

Demonstrate the ability to integrate knowledge into clinical practice.

<table>
<thead>
<tr>
<th>RC</th>
<th>KNOWLEDGE - BASED PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1</td>
<td>Applies a critical thinking approach to nursing.</td>
</tr>
<tr>
<td>5.1</td>
<td>Engages in strategies for social and political action at a beginning level.</td>
</tr>
<tr>
<td>10.1</td>
<td>Uses credible and evidence informed theory and resources to provide competent care.</td>
</tr>
<tr>
<td>18.1</td>
<td>Identifies appropriate nursing diagnoses from relevant assessment data, sets goals, develops plans for care, and evaluates outcomes.</td>
</tr>
<tr>
<td>19.1</td>
<td>Uses principles of primary health care in delivery of care at a beginning level.</td>
</tr>
<tr>
<td>17.1</td>
<td>Engages in health promoting activities with clients.</td>
</tr>
<tr>
<td>15.1</td>
<td>Makes appropriate judgments and sound decisions in management of care based on clear and accurate understanding of rationale for care, best practice guidelines and research.</td>
</tr>
<tr>
<td>7.1, 8.1, 17.1</td>
<td>Develops a knowledge base from nursing and other disciplines concerning current health care issues (e.g. the health care needs of older people, and/or children, health promotion, addictions, harm reduction, and chronic disease management).</td>
</tr>
<tr>
<td>27.1</td>
<td>Uses appropriate lines of communication to report significant issues or concerns related to delivery of nursing care and patient/client outcomes.</td>
</tr>
<tr>
<td>24.1</td>
<td>Produces clear, timely, relevant, and thorough charting/documentation.</td>
</tr>
</tbody>
</table>
Demonstrate, with assistance, the ability to practice in accordance with Year 1 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011.*

### RELATED COURSE OBJECTIVE

<table>
<thead>
<tr>
<th>RC</th>
<th>3. ETHICAL PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.1</td>
<td>Provides nursing care that respects professional boundaries, and individual rights such as informed consent, confidentiality, client autonomy, and advocacy.</td>
</tr>
<tr>
<td>25.1</td>
<td>Demonstrates respect for cultural, spiritual, and individual values, beliefs, and perspectives of peers, colleagues, and clients.</td>
</tr>
<tr>
<td>25.1</td>
<td>Identifies potential effect(s) of own values, beliefs, and experiences on relationships with clients, and uses this self awareness to provide competent care.</td>
</tr>
<tr>
<td>25.1</td>
<td>Establishes therapeutic and caring relationships with clients.</td>
</tr>
</tbody>
</table>

### RELATED COURSE OBJECTIVE

Demonstrate, with assistance the ability to practice in accordance with Year 1 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011.*

<table>
<thead>
<tr>
<th>RC</th>
<th>4. SERVICE TO PUBLIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.1</td>
<td>Demonstrates skills for collaborative team work, including knowledge of scope of practice.</td>
</tr>
<tr>
<td>28.1</td>
<td>Demonstrates beginning leadership, management, and administration skills.</td>
</tr>
</tbody>
</table>

### RELATED COURSE OBJECTIVE:

Demonstrate, with assistance the ability to practice in accordance with Year 1 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011.*

<table>
<thead>
<tr>
<th>RC</th>
<th>5. SELF-REGULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.1</td>
<td>Demonstrate beginning understanding of the CARNA practice standards and competencies in relation to the development of own nursing practice.</td>
</tr>
</tbody>
</table>

### RELATED COURSE OBJECTIVE:

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

<table>
<thead>
<tr>
<th>RC</th>
<th>6. CONTEXT BASED LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.1.1</td>
<td>With assistance, directs own learning.</td>
</tr>
<tr>
<td>33.1.2</td>
<td>With assistance, uses critical thinking skills to facilitate learning of the group.</td>
</tr>
<tr>
<td>33.1.3</td>
<td>With assistance, effectively uses group process to facilitate learning of the group.</td>
</tr>
<tr>
<td>34</td>
<td>With assistance, identifies own reactions to, and selects appropriate strategies to deal with, ambiguity and diversity.</td>
</tr>
<tr>
<td>35</td>
<td>With guidance uses scholarly writing skills to understand and provide written descriptions of knowledge from nursing and other related disciplines.</td>
</tr>
</tbody>
</table>
Nursing 191 Evaluation of Nursing Practice Summary Comments

**MID-TERM COMMENTS:**
1. Professional Responsibility and Accountability

2. Knowledge-Based Practice

3. Ethical Practice

4. Provision of Service to Public

5. Self-Regulation

6. Context-Based Learning

Mid-term Recommendations for clinical performance development:

Mid-term:

Student's Name       Signature _____________________ Date

Tutor's Name         Signature _____________________ Date

**Please Note:** Student signature on this document denotes that the student has read the evaluation. It does not mean that the student necessarily agrees with all of its content.


**Nursing 191 Evaluation of Nursing Practice**

**FINAL COMMENTS:**

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

**Final Evaluation:**

Student's Name  Signature ______________________ Date

Tutor's Name  Signature ______________________ Date

*Please Note:* Student signature on this document denotes that the student has read the evaluation. It does not mean that the student necessarily agrees with all of its content.
Appendix D
Keyano College - Four Point Grading Scale

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

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Alpha Grade</th>
<th>4.0 Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>Poor</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>Fail</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

* Please note that a progression grade of C- for all nursing and University Studies courses and an overall yearly GPA of 2.0 is required for all students to progress to the next year.
# Appendix E
## Marking Guide - Exploration of Culture

<table>
<thead>
<tr>
<th>Grade</th>
<th>Status</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A</td>
<td>Excellent</td>
<td>Exemplary integration of research based literature in analyzing, &amp; synthesizing definition of culture. Creativity is reflected. Extraordinary writing ability demonstrated. A concise, logical, well-organized assignment. APA format used correctly. Exemplary analysis of realizations &amp; insights related to culture &amp; discussion of how their view may have changed. Thoughtful discussion of how their changing view of culture will be integrated into practice.</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>Excellent integration of research based literature in analyzing, &amp; synthesizing definition of culture. Some creativity reflected. Excellent writing ability demonstrated. A concise, logical, well-organized assignment. APA format used correctly. Excellent analysis of realizations &amp; insights related to culture &amp; discussion of how their view may have changed. Thoughtful discussion of how their changing view of culture will be integrated into practice.</td>
</tr>
<tr>
<td>B+, B</td>
<td>Good</td>
<td>An attempt to integrate research based literature in analyzing, &amp; synthesizing definition of culture. Creativity is minimal. Minor revisions required with respect to presenting ideas in a concise, logical, &amp; well organized manner. Minor APA format revisions required. Analysis of realizations &amp; insights related to culture &amp; discussion of how their view may have changed not fully incorporated. Relevant discussion of how their changing view of culture will be integrated into practice.</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>An attempt to integrate research based literature in analyzing, &amp; synthesizing definition of culture; however, ideas not fully developed or analyzed. Revisions required with respect to presenting ideas in a concise, logical, &amp; well-organized manner. APA format inconsistently applied. Analysis of realizations &amp; insights related to culture &amp; discussion of how their view may have changed superficially incorporated. Some discussion of how their changing view of culture will be integrated into practice.</td>
</tr>
<tr>
<td>C+, C</td>
<td>Satisfactory</td>
<td>Demonstrates superficial application the literature in analyzing definition of culture. Minimal development of ideas, structure, organization &amp; creativity. Definite revisions required with respect to flow of ideas &amp; grammatical errors. APA format requires revisions. Analysis of realizations &amp; insights related to culture &amp; discussion of how their view may have changed superficially incorporated. Minimal discussion of how their changing view of culture will be integrated into practice.</td>
</tr>
<tr>
<td>C-</td>
<td>Satisfactory</td>
<td>Minimal application the literature in analyzing definition of culture. Lacks structure &amp; organization of ideas. Major revisions required with respect to flow of ideas, grammatical errors, &amp; APA format. Limited analysis of realizations &amp; insights related to culture &amp; superficial discussion of how their view may have changed superficially incorporated. Minimal discussion of how their changing view of culture will be integrated into practice.</td>
</tr>
<tr>
<td>D+, D</td>
<td>Fail</td>
<td>Poor application the literature in analyzing definition of culture. Poor or no structure &amp; organization of ideas. Major revisions required with respect to flow of ideas, grammatical errors, &amp; APA format. Limited or no analysis of realizations &amp; insights related to culture &amp; discussion of how their view may have changed superficially incorporated. Minimal or no discussion of how their changing view of culture will be integrated into practice.</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>Paper is plagiarized or not handed in.</td>
</tr>
</tbody>
</table>
Appendix F
Marking Guide - Tutor Evaluation: Group Presentation

Tutor’s Name:

Students’ Names:

Content

- Overview of the presentation – Explicit Introduction
- Overview of the population – Identifying/Demographic Data
- Assessment of community agency population - health determinants, strengths and risks
- Succinctly covers the assigned topic and is appropriate for the assigned community population.
- Use of the nursing process is evident in the poster.
- Content is appropriately referenced according to APA Format
- Incorporation of the principles of Primary Health Care
- Integration of nursing research-based literature
- Summary of Key points

Presentation Medium

- Attractive, creative, vivid visual image, legible
- Variety of formats (prose, lists, charts, tables, graphs, pictures)
- Age & Agency appropriate
- Appropriate text font

Presentation Style

- Avoids reading notes – use notes only as a guide
- Connects with audience
- Eye contact with audience – scan audience with eyes
- Pace
- Nonverbal communication- speak in concert with your hands
- Tone and projection of voice – interesting voice
- Enthusiasm
**Organization**
- Time frames
- Presentation contains a clearly defined introduction, body, and conclusion with natural transitions between segments
- Presentation flows logically and smoothly
- Group members share in presentation delivery
- Group members demonstrate support to each other
- Summary
- Question and Answer Component

**Strategies**
- Strategies maintain interest
- Appropriate creativity
- Appropriate use of humor
- Application of the domains of learning
- Appropriate use of self

**Resources**
- Appropriate and effective
Marking Guide (Tutor) - Group Presentation

<table>
<thead>
<tr>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>Demonstrates an excellent ability to present complete information with excellent creativity, literature integration, and organization. An excellent overview of presentation and target population. Excellent assessment of the health determinants, strengths and risks of the target population/agency group. Primary health care was incorporated in an excellent manner. Summary and presentation style was excellent</td>
</tr>
<tr>
<td>(A+, A, A-)</td>
<td></td>
</tr>
<tr>
<td><strong>Very Good</strong></td>
<td>Demonstrates ability to present very good information with very good creativity, literature integration, and organization. Very good overview of presentation and target population. Some information lacking. Very good assessment of the health determinants, strengths and risks of the target population/agency group. Primary health care was incorporated. Summary and presentation style was for the most part very good.</td>
</tr>
<tr>
<td>(B+, B, B-)</td>
<td></td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>Demonstrates ability to present satisfactory information with a lack of creativity, literature integration, and organization. Overview of presentation and target population was satisfactory. Some detail missing. Overall, assessment of the health determinants, strengths and risks of the target population/agency group was good, with some detail missing. Summary and presentation style for the most part was good.</td>
</tr>
<tr>
<td>(C+, C)</td>
<td></td>
</tr>
<tr>
<td><strong>Minimal Pass</strong></td>
<td>Demonstrates a minimal passing ability - presents superficial information with minimal to no creativity, literature integration, and organization. Minimal to no overview of presentation and target population. Assessment of the health determinants, strengths and risks of the target population/agency group was minimal to non-existent. Evidence of primary health care was minimal to non-existent. Summary was minimal to non-existent, and presentation style requires work.</td>
</tr>
<tr>
<td>(C-)</td>
<td></td>
</tr>
<tr>
<td><strong>Fail</strong></td>
<td>Superficial information presented with no creativity, literature integration, and organization. No overview of presentation and target population. Assessment of health determinants, strengths and risks of the target population/agency was not completed. No evidence of primary health care. Presentation was not summarized.</td>
</tr>
<tr>
<td>(D+, D)</td>
<td></td>
</tr>
<tr>
<td><strong>Fail</strong></td>
<td>Fails to demonstrate ability to present appropriate information with creativity and suitable strategies. Presentation has no literature integration or organization. Several components of assignment not completed.</td>
</tr>
<tr>
<td>(F)</td>
<td></td>
</tr>
</tbody>
</table>
This course outline has been reviewed and approved by the Program Chair.

Valetta Lawrence, Instructor

Madge Applin, Instructor

Arlene Starkes, Instructor

Bev Maron, Chair                     Date Authorized

Guy Harmer, Dean                     Date Authorized

Signed copies to be delivered to:
Instructor
Registrar’s Office