UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM
KEYANO COLLEGE

COURSE SYLLABUS

NURSING 195
NURSING PRACTICE II
March 4, 2013 – April 19, 2013

Tutors:
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Bev Maron RN, BN, MSN
Madge Applin RN, BN

Revised: September 2012
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NURSING 195
COURSE OUTLINE

CALENDAR STATEMENT

Nursing 195: Nursing Practice II  *6(21 lab-21 seminar-147 clinical) in 7 weeks
Practice includes health status assessment of clients and appropriate health promotion and
disease/injury prevention interventions. Practice occurs in settings where clients live or in
community agencies (non-acute) where services to clients are offered.

Pre-requisites: Nursing 190, Nursing 191, and Nursing 194.

COURSE HOURS

Seminar: 21   Labs: 21   Clinical: 147

COURSE DESCRIPTION

This course will provide opportunities for students to participate in health promotion and primary
(disease/injury) prevention activities with clients across the lifespan in selected community settings.
Nursing practice will include selected assessment of individuals in the context of the family, and the
assessment of their community, and opportunities to participate in activities of daily living with
clients that will occur in various settings. Communication skills and establishing helping
relationships will continue to be emphasized.

TUTOR INFORMATION

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Tutors are available for student consultation in office from Monday to Friday. Please contact your
tutor at the above number or call the Nursing Office at (780) 791-4889 to arrange a time.
COURSE OBJECTIVES

In addition to maintaining the competency with previous course objectives, upon completion of Nursing 195, the nursing student will be able to:

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: Students work mostly on his or her own and seek information, clarification, and consultation as appropriate.

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

Objectives

Students are responsible for familiarizing themselves with *Graduate Competencies and Year-End Outcomes (with Cross Reference to Courses) 2011-2012*. Attention must be given to the competencies that are identified as being relevant to Nursing 195. The above document can be found in the Student Handbook.

Students must regularly refer to the document entitled *Graduate Competencies and Year-End Outcomes Condensed Version 2011-2012*. Attention must be given to the Year 1 Column. This document serves as the basis for the evaluation of students’ clinical practice. This document is found in the Student Handbook.
All students must practice in a manner that is consistent with:

- CARNA Nursing Practice Standards (2005) and all other CARNA 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 settings where clients live or in community agencies (non-acute) where services to clients are offered.

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* (current version).

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

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 helping relationships with clients.

6. Demonstrate, with assistance, the ability to engage in health promotion and disease prevention interventions with healthy or stable clients.

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

8. Demonstrate, with assistance, the ability to use the nursing process in the provision of nursing care.

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

10. Demonstrate the ability to integrate knowledge into clinical practice.

**NURSING PROGRAM POLICIES**

Please refer to Keyano College Student Handbook - Nursing Program for specific Nursing policies and Keyano College Calendar for general College policies. Please see Appendix C for additional policies on Student Rights and Responsibilities, Student Misconduct and Discipline Policy, and Student Appeal Procedure.
Nursing Practice Attire

Please adhere to the Keyano College Nursing Program Policy on Clinical Attire. This policy is outlined in the Student Handbook. More specifically, please follow the policy on attire in the practice setting requiring a uniform and the attire required for clinical research.

Clinical Clearance

At the beginning this course, prior to starting clinical experience, all students must show instructors their clinical clearance cards which must be complete and valid. Any student without a valid and complete card will not be allowed in clinical. This includes a clear criminal records check and current CPR certification.

Clinical Absence

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.

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

If the student is absent from the clinical setting for other reasons:
- The student will contact their assigned unit;
- The student will contact the Nursing Office at 791-4889 and leave a message; and
- The individual instructor will advise students if and how they wish to be contacted, including the number.

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.

REQUIRED RESOURCES

- Required texts from all previous nursing courses
- Nursing 195 Lab Handouts
- The Canadian Nurses Association (CNA), Code of Ethics for Registered Nurses (2008) guides nursing practice and must be reflected in all components of Nursing 195 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

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. If prior arrangements are not made, a penalty of a letter grade for each working day that an assignment is submitted after the due date will be deducted from the final grade i.e. an assignment graded at B would receive an adjusted grade of B- if handed in one day late; if two days late, the grade is adjusted to C+ etc.

OVERVIEW OF LEARNING EXPERIENCE

Clinical Experience

1. Nursing Practice on the Continuing Care Unit (CCU)

- As per the timetable students will be scheduled on CCU. Clinical practice will take place beginning in early March, 2013 and ending in April 2013. Clinical rotation will include 8 hour day shifts.
Client research will take place prior to the scheduled shift. Research will prepare the student to provide safe, knowledgeable, ethical care and is essential to successful completion of this course. Complete research on assigned client(s) includes a detailed plan of care including nursing diagnosis, goals, interventions and criteria for evaluation.

A Nursing Care Plan / Concept Map will be required for each Resident.

If you are not prepared for clinical practice, you will be asked to leave the unit; this includes not having a plan of care completed on your assigned client(s).

Components of Nursing Practice on the CCU:

a) Completing the stipulated hours of clinical nursing practice per week.
b) Working collaboratively with clients, staff, colleagues, instructor, and volunteers.
c) Being prepared for nursing practice with a safe knowledge level about the assigned Residents.
d) Participating in agency activities.
e) Developing further knowledge of the CCU and its services.
f) Establishing professional/helping relationships and communicating with clients.
g) Assessing clients in accordance to theory and practice covered to date.
h) Assessing client needs for health promotion and primary prevention.
i) Demonstrating research mindedness.
j) Safely performing selected nursing skills according to principles.
k) Participating in Activities of Daily Living (ADL) with clients.
l) Describing nursing roles including leadership and manager roles and competencies.
m) Describing decision-making patterns observed and participated in.
n) Demonstrating critical and reflective thinking.
o) Demonstrating beginning competencies in teaching skills.
p) Participating in Pre/Post Conferences.
q) Seeking clarification as necessary.
r) Seeking and accepting feedback about clinical performance.

2. Community Placement

Participation in community agencies will provide students with the opportunity to experience health promotion and primary (disease/injury) prevention activities with adult clients. Nursing practice will include selected assessment of individuals in the context of their community and opportunities to participate in activities of daily living with clients that will occur in various settings. Communication skills and establishing helping relationships will continue to be emphasized.

The community placement experiences will take place on selected days as per the Timetable. If, because of illness or other unforeseen circumstances, the student cannot be available at the prearranged times, it is the student’s responsibility to inform the Tutor so alternative arrangements may be arranged.
In order for students to successfully meet the requirements of this course, these hours must be completed. Failure to complete community placement hours could mean an unsuccessful completion of Nursing 195.

3. Shadowing a Registered Nurse

Participation in job shadowing will provide students with the opportunity to experience the culture of nursing by following a registered nurse (RN). Students are to spend 12 hours job shadowing. Students will be assigned to specific area and/or to a specific RN. Students’ preferences will be taken into consideration.

The job shadowing experiences will take place on selected days as per the Timetable. If, because of illness or other unforeseen circumstances, the student cannot be available at the prearranged times, it is the student’s responsibility to inform the Tutor so alternative arrangements may be arranged.

Students are to adhere to the Keyano College Nursing policy regarding appropriate attire to be worn while job shadowing. While shadowing the RN, students are to observe the nurses as their roles and responsibilities unfold. Students are not to perform any nursing care that they have not been previously taught. Each student is to demonstrate the attitudes and the behaviors expected of a professional.

In order for students to successfully meet the requirements of this course, these hours must be completed. Failure to complete job shadowing hours could mean an unsuccessful completion of Nursing 195.

Labs

Labs will be completed in the first week of Nursing 195. It is the expectation that the knowledge and skill obtained from the Nursing 195 labs will be incorporated into Nursing 195 clinical. Please see timetable and read required lab information as outlined in Moodle in preparation for labs.
Schedule
Please refer to the timetable for dates, times and locations.

<table>
<thead>
<tr>
<th>Lab #</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drug Labels, Packaging Preparation and Equipment</td>
</tr>
<tr>
<td>2</td>
<td>Calculation of Oral Medication</td>
</tr>
<tr>
<td>3</td>
<td>Medication Administration</td>
</tr>
<tr>
<td>4</td>
<td>Hygiene and Mobility</td>
</tr>
<tr>
<td>5</td>
<td>Feeding</td>
</tr>
</tbody>
</table>

Please adhere to the Keyano College Nursing Program Policy on clinical attire for psychomotor skills labs. This policy is outlined in the Student Handbook.

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

OVERVIEW OF COURSE EVALUATION

In order to pass Nursing 195, 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 195._
### Method of Evaluation

<table>
<thead>
<tr>
<th>Method of Evaluation</th>
<th>Date</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medication Calculation Examination (Medication Administration Safety Screen [MASS])</td>
<td>March 8, 2013</td>
<td>10%</td>
</tr>
<tr>
<td>Theory Exam</td>
<td>April 4, 2013</td>
<td>20%</td>
</tr>
<tr>
<td>Nursing Care Plan Scenario Assignment</td>
<td>April 11, 2013</td>
<td>20%</td>
</tr>
<tr>
<td>Evaluation of Nursing Practice – CCU &amp; Community</td>
<td>April 18, 2013</td>
<td>50%</td>
</tr>
<tr>
<td>Written Work Pre-Clinical Client Preparation Care Plans/Concept Mapping, 3 nursing pertinent diagnoses, 3 goals, rationalization for prioritization, nursing interventions &amp; criteria for evaluation.</td>
<td></td>
<td>Important Component of Evaluation of Nursing Practice - CCU</td>
</tr>
<tr>
<td>The application of theory to nursing practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MASS Examination (10%)**

Students are expected to read Chapters 4, 5, 6, & 12 from the following text:


Students must hand in to their Tutor all Proficiency Tests for the above chapters 24 hours prior to the MASS Exam.

The MASS Exam will take place on March 8, 2013 from 0900 to 1000 hours, room to be announced. This exam is composed of 20 multiple choice questions from the above chapters, including medication calculations. The purpose of this is to ensure that students have the basic knowledge of medication administration, including calculation skills.
Nursing Care Plan Assignment (20%)

Instructions

The Nursing Care Plan Assignment is due on April 11, 2013. The Case Study for this assignment is Appendix A.

This assignment provides you with the opportunity to:
- Utilize the nursing process, and
- Develop a care plan for a client.

The assignment must be typed (word processed) using the forms provided and following APA format for references. The forms are available electronically on Moodle. Refer to the marking guide (Appendix A). Please submit a copy of the Marking Guide with your assignment.

Note: No abstract is required for this assignment. References may include your textbook, journal articles, or reputable websites.

Client Assessment
Read the case study on Mr. Jones. Complete a nursing assessment. Use the “Client Research Record” form to organize your data.
The following elements should be included in your client assessment:
- Organize the assessment data from the case study according to five variables (physiological, socio-cultural, psychological, spiritual, & developmental).
- Indicate if the data collected is subjective (S) or objective (O).

Nursing Care Plan
Use the “Nursing Care Plan” form to complete your care plan. The following elements should be included in your care plan.

Nursing Diagnosis and Planning
- Write three (3) nursing diagnoses (actual/potential problems) from two (2) different variables. Prioritize your nursing diagnoses in order of most important to least important.
- Write one (1) client goal/expected outcome for each nursing diagnosis. The client goal must be measurable and include a specific time frame.

Implementation of Nursing Interventions
- Write two (2) nursing interventions for each client goal/expected outcome. For each nursing intervention.
  - Provide rationale for why you have chosen each nursing intervention in the column titled “Evidence from the Literature.”
  - Provide evidence from the literature to support each nursing interventions in the column titled “Evidence from the Literature.”
Nursing Evaluation

- Write evaluation criteria for each nursing intervention that would be used to determine if the client achieved each client goal/expected outcome.

Submit the Marking Guide with your assignment (Appendix B)

Theory Exam (20%)

The Theory will take place on April 4, 2013 from 0900 – 1030 hours. Room to be determined. The exam will be composed of 60 multiple choice questions and will integrate information from labs and expected learning related to use of the nursing process and care plans and concept maps.

Evaluation of Nursing Practice: (50%)

Evaluation of Nursing Practice (ENP) will incorporate evaluation of the student while working on Continuing Care (this also includes evaluation of the Written Work which is outlined in more detail below), evaluation information received from assigned community agencies, and evaluation information received from shadowing assigned unit.

Written Work includes:

- Pre-Clinical Client Preparation - Comprehensive Care Plan/Concept Map that includes:
  - Three pertinent nursing diagnoses in order of priority;
  - Three resident centred (SMART) goals;
  - Rationalization for prioritization;
  - Interventions that you will carry out that assist in reaching your set goals; and
  - Criteria for how you will evaluate if your goals have been met.

- Medication Cards

Each week students are expected to come to nursing practice with a safe, working knowledge about their Residents’ health problems and corresponding nursing care. More specifically, this means that students must understand how the Residents’ health conditions interrelate, what manifestations must be assessed for, and the appropriate corresponding nursing interventions.

Students are to come to the clinical setting prepared to demonstrate and apply their knowledge about their Residents to nursing practice. Although client preparation is not separately graded, it does directly relate to students’ evaluation of nursing practice. Students who do not come to clinical prepared may be asked to leave the clinical setting. Lack of clinical preparation does not demonstrate safe, knowledgeable, ethical, professional behavior. Lack of clinical preparation is indicative of a failing clinical behavior.

In order to pass Nursing 195, a passing grade of C- must be obtained in the evaluation of nursing practice on the CCU. Students will receive written feedback every second week. These comments
will be shared with the student in the practice setting and will be based on the student’s performance during the previous two weeks.

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.

Final Evaluation

Final evaluations are scheduled for April 18, 2013 in the tutor’s office. Appointment times will be allotted by the tutor. A final written summative evaluation will be completed by the student and the tutor based on the Evaluation of Nursing Practice (ENP) (Appendix D)

Students must complete self-evaluation using the ENP form (Appendix D). Completion of ENP form includes:

a. Completion of each of the six (6) sections of the ENP with examples of how the student met the criteria in each section, as well as the course objectives. Critical self-reflection, using the Guidelines for Critical Self-Reflection outlined above, should be used to support your examples. Students must also bring personalized article(s) used as evidence in the self-reflection.
b. Identification of the grade the student feels they should receive for the course. Students must provide rationale related to the grade that is expected.

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

Please submit to your Tutor, either through e-mail or hard copy, the completed ENP and your personalized article(s) three (3) days prior to your final evaluation.

Please Note: The Tutor 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 195. Student feedback is important to ensure continued provision of high quality education in the baccalaureate program.

The course survey can be accessed by following this link:
HTTP://WWW.SURVEYFEEDBACK.CA/SURVEYS/WSB.DLL/S/1G93A

The program survey can be accessed by following this link:
HTTP://WWW.SURVEYFEEDBACK.CA/SURVEYS/WSB.DLL/S/1GF87

Both evaluations can also be accessed through Moodle.

In order to pass Nursing 195, students must (a) demonstrate safe, knowledgeable, ethical behavior expected of a professional in nursing practice on the CCU, during lab, job shadowing experience, and community placement experiences and (b) complete all the specified learning experiences and assignments. Unless otherwise stipulated, written assignments are due by 1200 hour on the stated due date unless prior arrangements have been made with the Tutor. All written work done for assignments must be original in Nursing 195. Cutting and pasting from work done in a previous course is considered cheating/plagiarism. Please see the Student Handbook for further clarification.

In order to pass Nursing 195 all evaluative components must be completed and submitted.
APPENDIX A

CASE STUDY FOR NURSING CARE PLAN ASSIGNMENT

Mr. Jones is an 86-year-old man suffering from chronic obstructive lung disease (COPD) and rheumatoid arthritis. His wife died four years ago of stomach cancer. Since that time he has found it difficult to care for himself due to his shortness of breath and immobility. For two years prior to his admission to an extended care facility, he was able to live at home with assistance from a home-care agency and his family. He has always been an extremely independent man and he has found it very difficult to rely on his family members, who, in his words, “have their own life to live.” He decided to move into an extended-care facility, but insists, “I will not just vegetate here; I still want a life.”

He was a coal miner and worked underground from the age of fifteen until he retired at age sixty. He stopped smoking at the age of fifty. After quitting, he noticed he was coughing excessively and became short of breath after exercise. He was diagnosed with “black lung,” or pneumoconiosis, shortly after that, but refused to change careers because coal mining was all he knew. His condition has progressed to become moderately severe lung disease. During his career he was very active in the coal miner’s union and became instrumental in forcing the coal industry to pay compensation to coal miners who developed lung disease. When he retired, he stated, “God is watching over me; I was forty-five years underground, and only had one injury due to the job.”

On examination, you find a very bright and talkative man, oriented to person, place, and time. He has no short-term memory loss and, given time, can answer all questions. He is interested in current events and he frequently diverts the conversation to the daily news.

He has a ruddy complexion, but the rest of his body is very pale. His skin is very dry and wrinkled. He is 173 cm tall and weighs 60 kg. He states that as a young man he was 183 cm tall. You note that the skin on both legs below the shins is shiny, hard, cold, and bluish in colour. Otherwise, his skin is soft and warm to touch. His fingernails are pale and clubbed. His capillary refill time is > 3 seconds. His toenails are very thick and hard. His feet are cold to the touch.

His chest sounds are diminished, with slight crackles heard throughout. There is a barely audible expiratory wheeze and he is on continuous oxygen by nasal cannula. His oxygen saturation on 2 litres of oxygen is 96–97%; heart sounds are normal; pedal pulses cannot be felt but can be heard with a Doppler; other pulses are strong and regular. Due to his rheumatoid arthritis he is wheelchair bound; he becomes short of breath when transferring to the wheelchair.
His abdomen is concave in shape, and his bowel sounds are active in four quadrants. He has a decreased appetite, which he states is due to the bland food at the facility. He prefers spicy foods. He states his “water intake is poor to decrease the number of times I need to void.” He states he needs suppositories to have a bowel movement. He is wearing an incontinence product due to urinary and fecal incontinence. On questioning, you find that he does have the urge to both void and defecate but doesn’t want to ask someone to transfer him to the toilet because it is too much of a “bother” to the staff. When he does request assistance, it is often too late, and so he is incontinent. He finds this humiliating. This skin in his perineal area is reddened.

Due to his rheumatoid arthritis, he has contractures of his wrists, hips, and ankles, with limited movement of his elbows, knees, and spine. He does weight bear to transfer and states that he dreads the day “I am so useless I have to be lifted up by that human crane.”

Mr. Jones’ medications include the following:

- Aspirin, extended release – 800 mg q12 hr po for his rheumatoid arthritis.
- Calcium carbonate – 1000 mg po once daily.
- Senekot – ii tabs po at bedtime.
- Ducosate sodium – 200 mg po every morning.
- Dulcolax supp – 10 mg pr PRN.

Mr. Jones is visited frequently by many friends and family, is still active with the coal miner’s union, and participates in their social functions. He is particularly close to and proud of his grandson, a mining engineer, who visits him frequently. His grandson has accepted a job in Yellowknife and will be moving soon. Mr. Jones has joined the residents’ council of the extended-care facility and gets quite frustrated by the lack of interest paid by the other intellectually competent residents.

Mr. Jones does not profess to be a member of any church but states that he is a Christian. He states he is not interested in attending church services except for Easter Sunday and Christmas Eve.
# APPENDIX B

## NURSING CARE PLAN ASSIGNMENT MARKING GUIDE

### Key Content

<table>
<thead>
<tr>
<th>Client Assessment</th>
<th>Points:</th>
<th>5</th>
<th>3</th>
<th>1</th>
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</thead>
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<td>Organized assessment data according to five variables:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Physiological</td>
<td></td>
<td>Excellent</td>
<td>Satisfactory</td>
<td>Minimal</td>
<td>None</td>
</tr>
<tr>
<td>• Psychological</td>
<td></td>
<td>Excellent</td>
<td>Satisfactory</td>
<td>Minimal</td>
<td>None</td>
</tr>
<tr>
<td>• Socio-cultural</td>
<td></td>
<td>Excellent</td>
<td>Satisfactory</td>
<td>Minimal</td>
<td>None</td>
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<tr>
<td>• Developmental</td>
<td></td>
<td>Excellent</td>
<td>Satisfactory</td>
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<td>None</td>
</tr>
<tr>
<td>• Spiritual</td>
<td></td>
<td>Excellent</td>
<td>Satisfactory</td>
<td>Minimal</td>
<td>None</td>
</tr>
<tr>
<td>Identified data as subjective or objective</td>
<td></td>
<td>Excellent</td>
<td>Satisfactory</td>
<td>Minimal</td>
<td>None</td>
</tr>
</tbody>
</table>

/30

### Comments:

#### Nursing Diagnoses and Planning

| Wrote three nursing diagnoses from at least two different variables |         | Excellent | Satisfactory | Minimal | None |
| Prioritized nursing diagnoses from most important to least important |         | Excellent | Satisfactory | Minimal | None |
| Wrote one goal/expected outcome for each nursing diagnosis that is measurable and includes a specific time frame |         | Excellent | Satisfactory | Minimal | None |

/15

### Comments:
### Key Content

<table>
<thead>
<tr>
<th>Implementation of Nursing Interventions</th>
<th>Points:</th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrote two nursing interventions for each goal/expected outcome</td>
<td>Excellent</td>
<td>Satisfactory</td>
<td>Minimal</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Indicated rationale for each nursing intervention</td>
<td>Excellent</td>
<td>Satisfactory</td>
<td>Minimal</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Provided evidence from the literature to support nursing interventions</td>
<td>Excellent</td>
<td>Satisfactory</td>
<td>Minimal</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

/15

### Comments:

### Nursing Evaluation

| Wrote evaluation criteria for each goal/expected outcome | Excellent | Satisfactory | Minimal | None |

/5

### Comments:

### Format:

| Correctly formatted the assignment, following APA formatting (See APA and Grammar: Marking Guide) | Excellent | Satisfactory | Minimal | None |

/15

### Total

/80

### Legend:

| 5 – | Excellent work, comprehensive information or analysis included, great attention to detail throughout |
| 3 – | Satisfactory work, most required information included at an adequate level |
| 1 – | Minimal required information included, incomplete work |
| 0 – | Required information not identifiable |
# APA and Grammar: Marking Guide

<table>
<thead>
<tr>
<th>Key Content</th>
<th>Points:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title Page</strong></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Included header and page number, running head. Remaining items centred: title of paper, student name, College name, course and section number, assignment name and number, instructor name (all centred), and date.</td>
<td>Excellent</td>
<td>Satisfactory</td>
<td>Minimal</td>
<td>None</td>
</tr>
<tr>
<td><strong>Body of Paper</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper organized – header and page number; introduction, body and conclusion; appropriate margins, double-spaced throughout, indented 5 spaces or 1 tab for new paragraphs, correct font – Times New Roman, 12 pt. font.</td>
<td>Excellent</td>
<td>Satisfactory</td>
<td>Minimal</td>
<td>None</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citations in body of paper followed APA format (if applicable)</td>
<td>Excellent</td>
<td>Satisfactory</td>
<td>Minimal</td>
<td>None</td>
</tr>
<tr>
<td>References on separate page, followed APA format (if applicable)</td>
<td>Excellent</td>
<td>Satisfactory</td>
<td>Minimal</td>
<td>None</td>
</tr>
<tr>
<td><strong>Grammar and Spelling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar appropriate and words spelled correctly (&lt; 5 errors)</td>
<td>Excellent</td>
<td>Satisfactory</td>
<td>Minimal</td>
<td>None</td>
</tr>
</tbody>
</table>

**Total:** /15
APPENDIX C

POLICIES AND PROCEDURES

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 D

EVALUATION OF NURSING PRACTICE

<table>
<thead>
<tr>
<th>NURSING 195 EVALUATION OF NURSING PRACTICE (2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXCELLENT (4)</td>
</tr>
<tr>
<td>VERY GOOD (3.5)</td>
</tr>
<tr>
<td>GOOD (3)</td>
</tr>
<tr>
<td>MARGINAL (2.5)</td>
</tr>
<tr>
<td>UNSATISFACTORY (0)</td>
</tr>
</tbody>
</table>

4: **Excellent:**
Student meets the objective at a “Level of Independence” greater than identified on the ENP, all of the time.

3.5: **Very Good:**
Student meets the objective at a “Level of Independence” greater than identified on the ENP guide, the majority of the time.

3: **Good:**
Student meets the objective at a “Level of Independence” greater than identified on the guide some of the time.

2.5: **Marginal:**
Student meets the objective at the “Level of Independence” required on the ENP guide.

0: **Unsatisfactory:**
Student fails to meet the objective at the “Level of Independence” required on the ENP guide.

“Levels of Independence” are found in Nursing 195 Course Outline, p.3

Failure in any one of the following six sections will constitute a failure in the course. A student must receive 62.5% (15/24) on the ENP in order to pass the course. Marks for each section are identified in the following document.

RC = Relevant Competencies: Please refer to the Graduate Competencies and Year End Outcomes Condensed Version 2010-2011 found in Student Handbook.

### 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 (4 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Presents a professional image</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------------</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></td>
</tr>
<tr>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>16.1</td>
<td>Ensures personal, client and colleague safety by practicing within the policies and procedures of the agency/organization</td>
</tr>
</tbody>
</table>

Comments:

**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 lifespan.

Demonstrate with assistance, the ability to engage in health promotion and disease prevention interventions with healthy or stable clients.

Demonstrate with assistance the ability to use the nursing process.

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

Demonstrate the ability to integrate knowledge into practice.

<table>
<thead>
<tr>
<th>RC</th>
<th>2. KNOWLEDGE - BASED PRACTICE (4 marks)</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;18.1</td>
<td>Uses credible and evidence informed theory and resources to provide competent care</td>
</tr>
<tr>
<td>19.1;23.1</td>
<td>Identifies appropriate nursing diagnoses from relevant assessment data, sets goals, develops plans for care, and evaluates outcomes.</td>
</tr>
<tr>
<td>15.1</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>18.1</td>
<td>With assistance 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>-------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</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>

Comments:

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

<table>
<thead>
<tr>
<th>RC</th>
<th>3. ETHICAL PRACTICE (4 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.1;26.1</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;26.1</td>
<td>Demonstrates respect for cultural, spiritual, and individual values, beliefs, and opinions 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 support provision of competent care.</td>
</tr>
<tr>
<td>25.1</td>
<td>Establishes therapeutic and caring relationships with clients</td>
</tr>
</tbody>
</table>

Comments:
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 (4 marks)</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;29.1</td>
<td>Demonstrates beginning leadership, management, and administration skills.</td>
</tr>
</tbody>
</table>

Comments

RELATED COURSE OBJECTIVE:
Demonstrate, independently or with minimal guidance 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 (4 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.1</td>
<td>Demonstrates beginning understanding of the CARNA practice standards and competencies in relation to the development of own nursing practice.</td>
</tr>
</tbody>
</table>

Comments
**RELATED COURSE OBJECTIVE**
Demonstrate with assistance, the processes of self-directed learning, critical thinking, and context-based learning in a variety of community settings where clients live or in community agencies (non acute) where services to clients are offered.

<table>
<thead>
<tr>
<th>RC</th>
<th>6. CONTEXT BASED LEARNING (4 marks)</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>
</tbody>
</table>

Comments:

_Student’s Proposed Mark: /24_

_Final Mark: /24_

Student 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 the content.
N195 - Nursing Practice II

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

__________________________
Bev Maron, Instructor

__________________________
Donna MacDougall, Instructor

__________________________
Valetta Lawrence, Instructor

__________________________
Madge Apelin, Instructor

Bev Maron, Chair               Date Authorized

__________________________
Guy Harmer, Dean               Date Authorized

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