



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM
KEYANO COLLEGE**

COURSE SYLLABUS

NURSING 291

NURSING PRACTICE III

January 7, 2013 – February 22, 2013

Tutors:

**Valetta Lawrence RN, BScN, MHS
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Revised: December 2012

NURSING 291
Course Outline

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**NURSING 291
NURSING PRACTICE III
COURSE OUTLINE**

CALENDAR STATEMENT

NURS 291 Nursing Practice III *7 (fi 14) (either term, 3-25c-3 in 7 weeks).

Practice focuses on restoration, rehabilitation and support (including health promotion and disease prevention) of clients with chronic and less acute variances in health across the life span. Practice occurs primarily in primary-level acute care centres and continuing care agencies.

Pre-requisites: NURS 140, 150, 190, 191, 194, 195, and MMI 133.

Pre- or Co-requisite: NURS 290

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

COURSE HOURS

LEC: 0 SEM: 21 LAB: 21 CLINICAL: 175

COURSE DESCRIPTION

This course will provide opportunities for students to continue to participate in health promotion and primary prevention activities while focusing on restoration, rehabilitation and support. Nursing practice will include health assessment and intervention with clients with less acute and chronic variances in health. The student will experience nursing practice over a continuous block of time in institutional settings providing primary care. Examples include medical/surgical units, day or short stay surgery, sub-acute units, continuing care or rehabilitation units.

TUTOR INFORMATION

Valetta Lawrence
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Melissa Brown
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Tutors are available for student consultation in their office the day after clinical, hours as identified on the Timetable. If the day after clinical occurs on a weekend or stat, then Tutors will be available on the next business day. Please contact your Tutor or (780-791- 4889) to arrange a specific time.

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 what steps to take.

Information: Clinical tutor tells student specifics about a concept or 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. The 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: The student provides clinical tutor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.

Occasional: The clinical tutor provides input every now and then.

OBJECTIVES

Overarching statements:

Students are responsible to familiarize themselves with *Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2012- 2013*. Attention must be given to the competencies that are identified as being relevant to NURS 291.

Students must regularly refer to the document entitled *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*. Attention must be given to the Year 2 Column. This document serves as the basis for the evaluation of students' clinical practice.

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

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

In addition to maintaining competency with previous course objectives, upon completion of Nursing 291, the nursing student will be able to:

1. Demonstrate, with minimal assistance, the processes of self-directed learning, critical thinking, and group process in utilizing context-based learning, in all learning activities.
2. Demonstrate, with assistance or minimal assistance, the ability to practice in accordance with Year 2 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*.
3. Demonstrate, with assistance or minimal assistance, the ability to use professional and therapeutic communication skills to collaborate with clients experiencing chronic or less acute variances in health across the life span in primary-level acute centres and continuing care agencies.
4. Demonstrate, with minimal assistance, the ability to manage health promotion and prevention activities using advanced therapeutic/interpersonal communication skills, health counseling skills, and teaching and learning principles.
5. Demonstrate, with minimal assistance the ability to perform intermediate health assessments skills with healthy individuals across the lifespan in the context of family within a community.
6. Demonstrate, with minimal assistance, the ability to engage in evidence-based practice.
7. Demonstrate the ability to integrate knowledge into clinical practice.

NURSING PROGRAM POLICIES

Please refer to University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook for specific Nursing Program policies and to Keyano College Calendar for general College policies.

Please review the Keyano College Nursing Program Policy on Clinical Attire, which is outlined in the student handbook. The following are required items for clinical: nametag, health centre ID, watch, penlight, black pen, bandage scissors and stethoscope.

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.

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

CLINICAL PRACTICE

In order to pass Nursing 291, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences. Components of this continuous 7-week experience will include:

1. A scheduled nursing practice experience each week in the clinical setting. Clinical practice will take place beginning on January 16, 2013 and ending February 22, 2013. Clinical rotation will include eight (8) and twelve (12) hour day shifts each week. (Please see timetable). Client research will take place on the day prior to the scheduled shift. Please see timetable for dates and times.
2. 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) including a detailed plan of care consisting of nursing diagnosis, goals, interventions and rationale for intervention. If caring for a client for more than one day, update the research and nursing care plan on each successive day with the client. Plan of Care for clients are to be submitted to the tutor for review following pre-conferences.

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).

3. Perform initial and ongoing assessments on all assigned clients.

4. Document client care in draft for review by the tutor prior to documenting in the client's chart.
5. Participate in a perioperative experience.
6. Health Poster Project Assignment.

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.

LABS

Labs will be completed in the first week of Nursing 291. It is the expectation that the knowledge and skill obtained from the Nursing 291 labs will be incorporated into Nursing 291 clinical. Please see timetable and read lab manual in preparation for labs.

The following labs will be covered:

- Oxygen therapy
- Perioperative Care
- Catheterization/GU Assessment
- Hypodermoclysis
- IV Therapy
- Documentation

SEMINARS

Please see the timetable regarding seminar times. These seminars will be student led and revolve around topics related to clinical experiences. Quizzes may also be utilized during seminar time. These quizzes are not for marks but are intended to enhance student learning applicable to the clinical setting.

OVERVIEW OF COURSE EVALUATION

In order to pass Nursing 291, 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 291.

METHOD OF EVALUATION	DATES	PERCENTAGE OF FINAL GRADE
Medication Administration Safety Screen Exam (MASS) – Pass/Fail January 9, 2013 0900 – 1000		
Health Poster Project Assignment	February 7, 2013	20%
Theory Exam	February 21, 2013	20%
Evaluation of Nursing Practice	February 22, 2013	60%
TOTAL		100%

MEDICATION ADMINISTRATION SAFETY SCREEN (MASS)

The medication administrative safety screen exam will be held on **January 9, 2013, 0900 – 1000 hours**. Please see timetable for room number. *Any further changes in time/room number will be posted on white board in nursing office.*

Students will write the MASS Exam during the first week of the course. The exam will include course appropriate level application of dosage calculations, medication preparation and administration protocols. This exam will include calculations required to administer oral, subcutaneous and intra-muscular medications, as well as determining IV flow rates and conversions. This examination will provide an opportunity for students to demonstrate proficiency in calculating accurate medication dosage. Students may use a basic calculator in the exam. The pass mark is set at (A) 90%.

It is mandatory that all students in Nursing 291 submit completed Medication Calculation questions in Predham, B & Buchholz, S. (2010). Henke's med-math: First Canadian edition. Philadelphia, PA:

Lippincott - chapter 8 and hand in proficiency test at end of the chapter (questions 1-5) by January 8, 2013. Also review chapters 1 through 7, 12 and 13 in preparation for MASS exam.

Students who are unsuccessful in this exam will be given the opportunity to write one (1) supplemental exam which must be completed within one week. Should it be necessary, the student and the tutor will schedule the MASS re-write in the Skill Centre at a mutually agreed time within a minimum of one (1) day and a maximum of one (1) week.

Medication administration in clinical practice will not commence until successful completion of the supplemental MASS exam.

Students who are unsuccessful in the supplemental exam will fail Nursing 291.

HEALTH POSTER PROJECT ASSIGNMENT

The Health Poster Project is due: **February 7, 2013 at 1300-1600 hours.**

Students, working in pairs, will design an informational Poster on a health promotion topic, for a specific patient population. The primary goals of the health poster project are to improve the students' awareness and knowledge of the health needs of a population, and to improve students' abilities to communicate information based on one identifiable need within a population.

The tutor will assign student groups and the poster display location. Each group is responsible to establish a topic based on the health needs of a population and discuss with the Tutor prior to finalizing topic. Each group will research the literature from credible sources on their topic and design a poster that targets the selected population. Each group is responsible for presenting their informational health poster.

Oral Presentation

Seminar time will be allocated for students to give a ten (10) minute oral presentation on their poster to their tutor and peers (who will pose as the patient population). It is an expectation that students will present as if they are presenting to their patient population and will answer any questions posed during this session accurately.

Students will develop an **evaluation tool** that their peers/tutor will use to critique the poster and oral presentation. Evaluations from peers will be handed in following the presentation and will contribute to the overall presentation grade.

Paper

Each student will also submit to their Tutor written documentation on their Health Poster Project in the form of a paper (approximately 750 words) using APA format. The paper will include relevant components such as cover page, references, and appendices.

The paper should consist of:

- A clear, detailed overview/description of the health poster project including:
 - Description of the population;
 - How you assessed the need for the poster topic; and
 - The results of the needs assessment.
- Rationale for why information on the Poster is important and relevant and how you applied the nursing process.
- A critical reflection and evaluation of your project, such as what worked and any improvements for future.

The students will be allotted approximately 23 hours to complete their health poster project. Pairs of students will receive the same mark for the poster and presentation, unless it is apparent that one has substantially done more of the work. Written portion will be marked individually. All aspects of the health poster project will be marked according to the grading guide in **APPENDIX B**.

Please see recommended reading for health poster project on page 12 of this Course Outline.

THEORY EXAM

Exam will take place on **February 21 2013 at 0900-1030 hours**. The Quiz will consist of 60 multiple choice questions and will integrate information from the lab sessions.

EVALUATION OF NURSING PRACTICE

Students' practice performance will be evaluated according to the criteria outlined in the Evaluation of Nursing Practice (ENP) (**Appendix A**).

- This will be accomplished through observation assessment and evaluation of the student during nursing practice. Evaluations will be completed by the tutor and may be supplemented with input from peers, the staff at NLHC, the client and other nursing faculty.
- Additionally, preparation and safe clinical knowledge will be assessed through nursing plan of care, as well as through the application of the nursing process i.e. nursing diagnosis, goals, interventions, and evaluation of client care.
- Students are expected to be prepared for each clinical day by researching procedures, medical conditions, medications etc. prior to providing client care. Required psychomotor skills may also need to be reviewed prior to the clinical experience.
- Students should be prepared to discuss their client plan of care (including the client priority needs, nursing diagnoses, goals, interventions, medications, client teaching plan) with the tutor during clinical time.

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

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

Students who demonstrate unsatisfactory clinical performance, indicative of clinical failure, will be informed immediately by the tutor. To facilitate progress for the student with unsatisfactory performance, a remedial plan will be developed by the Tutor in consultation with the student within 24 hours. Students who do not meet the course objectives will receive a failing course grade.

The evaluation of students in clinical courses will be achieved through the use of the following three elements:

- Evaluation of Nursing Practice (ENP)
- Grade Descriptors
- Levels of Independence

It is strongly recommended that students evaluate their nursing practice through weekly completion of the Evaluation of Nursing Practice (ENP) marking guide.

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.

Midterm Evaluations:

Midterm Evaluations will occur during the **week of February 4, 2013**. The tutor and student will meet for the midterm evaluation at a mutually agreed upon time for both the student and tutor. Students must come prepared with the following:

- a. Their strengths and opportunities for improvement documented and be prepared to discuss them. The focus of the midterm evaluation will be reflection on practice and not assessment of grades. No grades will be discussed during midterm evaluations.
- b. One (1) instance of critical self-reflection documented based on their experiences that follow the Guidelines for Critical Self-Reflection outlined on the previous page. Students must also bring personalized article(s) used as evidence in the self-reflection.

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

Final Written Evaluations:

Final evaluations are scheduled for **February 22, 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 A).

Students must complete the ENP form. 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 on the previous page, should be used to support your examples. Students must also bring personalized article(s) used as evidence in the self-reflection.
- 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: Students are to complete an on-line course evaluation for Nursing 291. 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.

CODE OF ETHICS

Canadian Nurses Association (CNA), Code of Ethics for Registered Nurses (2008) guides nursing practice and must be reflected in all components of Nursing 291 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-aic.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 <http://www.nurses.ab.ca/pdf/Entry-to-Practice%20competencies.pdf>

REQUIRED TEXTS

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Arnold, E., & Boggs, K. U. (2011). *Interpersonal relationships: Professional communication skills for nurses* (6th ed.). St. Louis MO: Saunders.

Day, R. A., Paul, P. I., Williams, B., Smeltzer, S. C., & Bare, B. (2010). *Brunner & Suddarth's textbook of Canadian medical-surgical nursing* (2nd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Deglin, J. H., Vallerand, A. H., & Sanoski, C.A. (2011). *Davis's drug guide for nurses* (12th ed.). Philadelphia, PA: F. A. Davis.

Jarvis, C., Browne, A. J., MacDonald-Jenkins, J., & Luctkar-Flude, M. (2009). *Physical examination & health assessment* (1st Canadian ed.). Toronto, ON: Saunders/Elsevier.

Potter, P. A., Perry, A. G., Ross-Kerr, J. C., & Wood, M. J. (2009). *Canadian fundamentals of nursing* (4th ed.). Toronto, ON: Elsevier Canada.

Potter, P. A., & Perry, A. G. (Eds.). (2010). *Clinical nursing skills & techniques* (7th ed.). St. Louis, MO: Mosby.

Predham, B., & Buchholz, S. (2010). *Henke's med-math* (1st Canadian ed.). Philadelphia, PA: Lippincott.

Sawyer Sommers, M., Johnson, S. A., & Beery, T. A. (2007). *Diseases and disorders: A nursing therapeutics manual* (3rd ed.). Philadelphia, PA: F. A. Davis.

Schuster, P. M. (2012). *Concept mapping: A critical thinking approach to care planning* (3rd ed.). Philadelphia, PA: F. A. Davis. **(This is a new addition to 2nd year– please buy if you have not already done so)**

Van Leeuwen, A. M. & Poelhuis-Leth, D. J. (2009). *Davis's comprehensive handbook of laboratory and diagnostic tests with nursing implications* (3rd ed.). Philadelphia, PA: F. A. Davis.

Taber's Cyclopedic Medical Dictionary (21st ed.). (2010). Philadelphia, PA: F. A. Davis.

Recommended Readings for Health Poster Project:

Briggs, D. J. (2009). A practical guide to designing a poster for presentation. *Nursing Standard*, 23 (34), 35-39. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2010273161&site=ehost-live>

DeSilets, L. (2010). Poster presentations. *The Journal of Continuing Education*, 41 (10), 437-438. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2010837672&site=ehost-live>

**Appendix A
Nursing 291
Evaluation of Nursing Practice (ENP)**

STUDENT'S NAME (Print): _____

TUTOR'S NAME (Print): _____

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

Excellent (4)	Very Good (3.5)	Good (3)	Satisfactory (2.5)	Fail (0)
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Excellent

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

Very Good

Student meets the objectives at a “Level of Independence” greater than identified on the ENP, majority of the time.

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

Good

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

Satisfactory

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

Unsatisfactory

Student fails to meet the objectives at a “Level of Independence” required on the ENP

RC = Relevant Competency Please refer to the Graduate Competencies and Year End Outcomes Condensed Version 2012-2013.

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. Each section is worth 4 marks.

- 1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY**
- 2. KNOWLEDGE - BASED PRACTICE**
- 3. ETHICAL PRACTICE**
- 4. SERVICE TO PUBLIC**
- 5. SELF-REGULATION**
- 6. CONTEXT BASED LEARNING**

LEVEL OF INDEPENDENCE

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

With assistance: The student requires direction and information.

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

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

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

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

Definition of terms:

Direction: tutor tells student what to do, about steps to take

Information: tutor tells student specifics about a concept, topic

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

Prompting: tutor provides student with a cue that answer is incomplete or incorrect and how to resolve the lack of information. A prompt is broader than a hint. Prompting is generally used to add breadth or depth.

Confirmation: tutor provides positive feedback for correct information and direction provided by the student

Consultation: student provides tutor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.

Occasional: indicates that input is provided by tutor now and then

RELATED COURSE OBJECTIVE:

Demonstrate, with minimal assistance the ability to practice in accordance with Year 2 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*.

RC	1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY					
1.2	Presents a professional image.					
1.2	Demonstrates accountability for making decisions and the outcomes of those decisions.					
2.2	Uses effective time management strategies in coordinating care, organizing workload, and setting priorities.					
3.1	Demonstrates the ability to practice safely and within the limits of own competence and knowledge.					
1.2	Demonstrates initiative and responsibility to accurately assess and meet own learning needs and implements learning goals to maximize and or improve nursing care.					
3.2 4.2 16.2	Ensures personal, client and colleague safety by practicing within the policies and procedures of the agency/organization.					

RELATED COURSE OBJECTIVES :

Demonstrate, with minimal assistance the ability to practice in accordance with Year 2 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*.

Demonstrate, with minimal assistance, the ability to perform intermediate health assessments with healthy individuals across the lifespan in the context of family within a community.

Demonstrate, with minimal assistance, the ability to use professional and therapeutic communication skills to collaborate with clients experiencing chronic or less acute variances in health across the life span

Demonstrate, with minimal assistance, the ability to manage health promotion and prevention activities using advanced skills.

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

Demonstrate the ability to integrate knowledge into clinical practice.

RC	KNOWLEDGE - BASED PRACTICE						
10.2	Applies a critical thinking approach to nursing.						
5.2	Engages in strategies for social and political action at a beginning level.						
10.2 18.2	Uses credible and evidence informed theory and resources to provide competent care.						
19.2 23.2	Identifies appropriate nursing diagnoses from relevant assessment data, sets goals, develops plans for care, and evaluates outcomes.						
15.2	Uses principles of primary health care in delivery of care.						
17.1	Engages in health promoting activities with clients.						
18.2	Makes appropriate judgments and sound decisions in management of care based on clear and accurate understanding of rationale for care, best practice guidelines and research.						
7.2, 8.2, 17.2	Develops a knowledge base from nursing and other disciplines concerning current health care issues.						
27.2	Uses appropriate lines of communication to report significant issues or concerns related to delivery of nursing care and patient / client outcomes.						
24.2	Produces clear, timely, relevant, and thorough charting / documentation.						
27.2	Establishes and maintains effective working relationships and open communication with colleagues.						

RELATED COURSE OBJECTIVE

Demonstrate, with minimal assistance the ability to practice in accordance with Year 2 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*.

RC	3. ETHICAL PRACTICE					
25.2 26.2	Provides nursing care that respects professional boundaries, and individual rights such as informed consent, confidentiality, client autonomy, and advocacy.					
25.2 , 26.2	Demonstrates respect for cultural, spiritual, and individual values, beliefs, and opinions of peers, colleagues, and clients.					
25.2	Identifies potential effect(s) of own values, beliefs, and experiences on relationships with clients, and uses this self-awareness to provide competent care.					
25.1	Establishes therapeutic and caring relationships with clients.					

RELATED COURSE OBJECTIVE

Demonstrate, with assistance or minimal assistance, the ability to practice in accordance with Year 2 competencies, as described in the document entitled: *Graduate Competencies and Yea-End Outcomes Condensed Version 2012 – 2013*.

RC	4. SERVICE TO PUBLIC					
28.2 29.2	Demonstrates beginning leadership, management, and administration skills.					
27.1	Demonstrates skills for collaborative team work, including knowledge of scope of practice.					

RELATED COURSE OBJECTIVE:

Demonstrate, with minimal assistance the ability to practice in accordance with Year 2 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*.

RC	5. SELF-REGULATION					
31.2	Demonstrate beginning understanding of the CARNA practice standards and competencies in relation to the development of own nursing practice.					

RELATED COURSE OBJECTIVE:

Demonstrate, with minimal assistance the ability to practice in accordance with Year 2 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*.

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

RC	6. CONTEXT BASED LEARNING					
33.2.1	With guidance, directs own learning.					
33.2.2	With guidance uses critical thinking skills to facilitate learning of the group.					
33.2.3	With guidance effectively uses group process to facilitate learning of the group.					
34(a)	With minimal assistance provides support to clients experiencing ambiguity and diversity.					
34(b)	With minimal assistance selects appropriate strategies to deal with ambiguity and diversity.					
35	With guidance uses scholarly writing skills to apply knowledge derived from nursing and related disciplines.					

Nursing 291 Evaluation of Nursing Practice Summary Comments

MID-TERM COMMENTS:

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

Mid-term Recommendations for clinical performance development:

Mid-term:

Student's Name **Signature** _____ **Date**

Tutor's Name **Signature** _____ **Date**

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

Nursing 291 Evaluation of Nursing Practice

FINAL COMMENTS:

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

Final Evaluation:

Student's Name **Signature** _____ **Date**

Tutor's Name **Signature** _____ **Date**

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

Appendix B
Marking Guide for Health Poster Project

Visual presentation of Poster	<p>Overall visually appealing and attracts viewer's attention; not cluttered; colors and patterns enhance readability.</p> <p>Uses appropriate font sizes/variations to facilitate the organization, presentation, and readability.</p> <p>Pictures, charts, tables and graphs are engaging and enhance the text.</p> <p>Content is clearly arranged so that the viewer can understand order without narration.</p>	/5
Content	<p>Title is appropriate and depicts the essence of the Poster.</p> <p>Content succinctly covers the assigned topic.</p> <p>The nursing process is evident in the Poster.</p> <p>Content is appropriate for the assigned population.</p> <p>Content is appropriately referenced according to APA format with no grammar or spelling errors.</p>	/5
Oral Poster Presentation	<p>Knowledgeable of Poster content.</p> <p>Ability to give the 'big picture' and explain why the topic is important; uses graphics to illustrate and support key points during presentation instead of simply reading the Poster.</p> <p>Ability to accurately answer all questions.</p> <p>Ability to interest and engage audience.</p> <p>Dress and demeanor professional.</p>	/5
Evaluation Tool	<p>Designed to address criteria of the Poster and oral presentation.</p>	/5
Written Component	<p>Clear, detailed overview/description of the health poster project including description of the population, how you assessed the need for the poster topic, and the results of the needs assessment.</p> <p>Explains rationale for why information on the Poster is important and relevant (do not repeat/restate information already on the Poster) and how you applied the nursing process.</p> <p>Includes critical reflection and evaluation of the project; for example, what worked and any improvements for future.</p> <p>Credible resources used and cited according to APA formatting.</p> <p>No grammar or spelling errors.</p>	/20

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

Valetta Lawrence, Instructor

Melissa Brown, Instructor

Bev Maron, Chair

Date Authorized

Guy Harmer, Dean

Date Authorized

Signed copies to be delivered to:

Instructor

Registrar's Office