



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

**COURSE SYLLABUS**

**NURSING 391**

**Nursing Practice V**

*March 4<sup>th</sup>, 2013 to April 19<sup>th</sup>, 2013*

**Tutors for Groups C & D**

Group C: Arlene Starkes BSc, BNRN

Group D: Tracy Parker RN, MN

Revised February 2013

**NURSING 391**  
**NURSING PRACTICE V**  
**COURSE OUTLINE**

**CALENDAR STATEMENT:**

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

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

Prerequisites: NURS 290, 291, 294, 295. Pre- or co requisite: NURS 390. **“In Year 1 only, prerequisites may be configured to meet site course requirements.”**

**COURSE HOURS:** LEC: 0    SEM: 21    LAB: 14    CLINICAL: 182

**COURSE DESCRIPTION:**

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

**Tutor Information**

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## **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 the student what to do, about what steps to take.

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

**Confirmation:** Clinical 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:** Indicates that input is provided by clinical tutor now and then.

**Students are responsible to familiarize themselves with the *Graduate Competencies and Year Outcomes* relevant to Nursing 391. This document serves as the basis for the evaluation of students' clinical practice. These can be found in the Keyano College Student Handbook 2012-2013.**

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

### **Objectives**

Overarching statements:

Students are responsible to familiarize themselves with *Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2012-2013*. Attention must be given to the competencies that are identified as being relevant to NURS 391.

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 3 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).
1. Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process in utilizing context-based learning, in all learning activities.
  2. Demonstrate, independently or with guidance, the ability to practice in accordance with Year 3 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*.
  3. Demonstrate, with guidance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing more acute variances in health.
  4. Demonstrate, with guidance, the ability to provide evidence-based, competent nursing care to clients experiencing more acute variances in health, in a variety of settings (primarily, secondary and/or tertiary level acute care settings).
  5. Demonstrate, with minimal guidance, the ability to manage health promotion and prevention activities using advanced therapeutic/interpersonal communication skills, health counseling skills, and teaching and learning principles.
  6. Demonstrate the ability to integrate knowledge into clinical practice.

## REQUIRED TEXTS

- American Psychological Association (2010). *Publication manual of the American psychological association*. (6<sup>th</sup> ed.). Washington, D.C.: APA.
- Arnold, E., & Boggs, K. (2007). *Interpersonal relationships: Professional communication skills for nurses*. (5<sup>th</sup> ed.). St. Louis, MO: Saunders.
- Canadian Nurses Association (2008). *Code of ethics for registered nurses*. Ottawa, ON: Author.
- Jarvis, C. (2009) *Physical examination and health assessment* (First Canadian Edition). St. Louis, MO: Elsevier.
- Hopfer Delgin, J. & Hazard Vallerand, A. (2009). *Davis's drug guide for nurses* (11<sup>th</sup> ed.). Philadelphia, PA: F.A. Davis.
- Hannon, R.A, Pooler, C., & Porth, C.M. (2010). *Porth pathophysiology: Concepts of altered health states* (First Canadian Edition). Philadelphia, PA: Lippincott Williams & Wilkins.
- Predham, B., & Buchholz, S. (2010). *Henke's med-math*. (1<sup>st</sup> Canadian Ed.) Philadelphia: Wolters Kluwer / Lippincott Williams & Wilkins.
- Ross-Kerr, J.C., & Wood, M.J. (Eds.) (2006). *Potter and Perry Canadian fundamentals of nursing*. (3rd ed.). Toronto, ON: Elsevier Mosby.

\* Other resources available on Moodle

## **NURSING PROGRAM POLICIES**

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.

## REQUIRED CLINICAL/LEARNING EXPERIENCES

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

1. During the Nursing 391 course, students will have a continuous experience in an acute care setting with adults or children, and/or home care which will include nursing care of clients and families experiencing increasingly complex and more acute variances in health. The selected areas of nursing practice will include:
  - Two/three weeks on Medicine, two/three weeks on Surgery and one week in a separate specialty area.
  - Home care for each student for 1 day
  - The specialty areas will include Ambulatory Care, Emergency, Intensive Care, and Pediatrics and may also include additional areas as they are available and agreed upon with the Tutor and student.
  - The specialty area will be assigned with student input wherever possible.
  - Students will be co-assigned to a registered nurse in the specialty area.
  - Tutors are always available by vocera/cell phone while students are in the specialty area. Instructor contact information will be given out at orientation and also available on assignment sheets on the medicine/surgery units.
  - Please see timetable for dates and times of clinical practice.
2. Where the clinical setting allows, students will coordinate care for 3 clients. Alternatively, bearing in mind the characteristics of specific placement settings such as client acuity level, students will then coordinate care for 2-3 clients. The emphasis should be on learning depth, breadth and client safety.
3. Participate in selected lab activities and seminars.
4. Use a nursing model to assess and intervene with clients and their families.

5. Participate in client and family education.
6. Collaborate with client, family, community, nurses and members of other disciplines.

## REQUIRED LEARNING EXPERIENCES AND EVALUATION

### Overview of Evaluation

<p>1. <b>Medication Administration Safety Screen Examination</b>  <b>Wednesday, March 6th at 1000hrs: ALL Groups</b></p>	<p><b>PASS/FAIL</b></p>
<p>2. <b>Theory Exam</b>  <b>Monday April 15<sup>th</sup> at 0900hrs: ALL Groups</b></p>	<p><b>20%</b></p>
<p>3. <b>Discharge Planning Paper</b>  <b>Due by NOON Tuesday April 2<sup>nd</sup>, 2013</b></p>	<p><b>20%</b></p>
<p>4. <b>Evaluation of Nursing Practice (ENP)</b>  <b>Final Evaluations: Friday, April 19<sup>th</sup> 2013</b></p>	<p><b>60%</b></p>
<p><b>Total: <u>100%</u></b></p>	

### COURSE EVALUATION:

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

The medication administrative safety screen (MASS) exam will be held on Wednesday March 6<sup>th</sup>, 2013. Please see timetable for time and room number.

**\*Any changes in 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 of application of dosage calculations, medication preparation and administration protocols. Students may use a basic calculator in the exam. The pass mark is set at **90%**.

**Students are required** to review all previous Medication Calculation material and exercises. Completion of the practice quiz at the end of Chapters 8, 9 and 10 in the

current Clinical Calculation text is **Mandatory**. All calculations must be written out and this material must be presented to your instructor prior to completing the MASS exam on Wednesday, March 6<sup>th</sup>, 2013. Failure to do so will be reflected in the ENP.

Students will have two opportunities to pass the Medication Administration Safety Screening (MASS) exam at the beginning of each clinical course. Failure to pass the MASS exam at the beginning of a clinical course will require the student to withdraw from the clinical course.

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

## **2. Theory Examination (20%)**

**ALL Groups: Monday, April 15<sup>th</sup>, 2013**

The purpose of the exam is to assist the student with the application of theory to practice. The exam will consist of 60 multiple choice questions, on labs and medical/surgical clinical practice.

**\*Please see timetable for room numbers\***

## **3. Discharge Planning Paper (20%)**

**Due by NOON, on Tuesday April 2<sup>nd</sup>, 2013. Papers are to be submitted to Cindy Crich at the Nursing Office.**

Students are to submit for marking a **scholarly paper** that details a discharge planning assignment. This assignment should be **a maximum of 10 pages** excluding title page, references, and appendices. The paper should address the data in a comprehensive yet succinct manner. Students are expected to integrate appropriate evidence based literature into their. This paper will follow APA format. The marking guide attached as **Appendix C** will be used.

Each student is to select one individual with acute and/or chronic variances in health who will require further health-related services following discharge from hospital. This individual will be identified from patients assigned in the clinical area. It is expected that students will spend six to eight hours per week in activities related to this assignment. Clinical time for this assignment has been included in the total number of clinical hours for the course. Students are expected to demonstrate behaviors expected of a professional while conducting their assessment. Students **MUST** obtain an informed verbal consent from their individual clients.

The purpose of the paper is to provide students with an opportunity to apply the nursing process and metaparadigms of nursing to the discharge planning process. Students are to complete a focused physical assessment on their client utilizing all the skills and theory taught to date.

The paper should encompass the following steps of the nursing process:

- (a) **holistic, comprehensive assessment** including a health history, focused physical assessment, family data & demographics; environmental & psychosocial assessment as well as pertinent health determinants. Assessment information should be included in your paper as a **Summary of Assessment**. This Summary of Assessment should identify the key areas of concern related to the client, their discharge teaching and home follow-up. Discharge needs should be identified as well as barriers that exist in relation to community resources.
- (b) **appropriate nursing diagnoses** should be made based on the **Summary of Assessment and identified discharge needs**. There should be a minimum of 2 (to a maximum of 4) in order of priority.
- (c) **planning phase will include goals** that are derived from the identified nursing diagnoses and be related to discharge. These goals will be in “SMART” format.
- (d) **implementation phase will include interventions** for the goals that have been identified. When identifying appropriate interventions, identify who is involved in relation to discharge (for e.g.: what healthcare team members or others); and

(e) **evaluation of goal achievement**, in relation to the discharge plan. The evaluation will include what would be completed for evaluation based on the identify goals & interventions set.

Overall, discharge planning consideration should incorporate all aspects of the individual including growth and development, family stages, and financial/employment status, and be based on the client's history and current condition; identify anticipated needs and support to facilitate discharge and recovery/wellness in the home.

Please seek assistance as needed from the tutor regarding this assignment.

#### **4. Evaluation of Nursing Practice (ENP) (60%)**

This mark will be determined through observation, assessment and evaluation of student performance in the clinical settings such as: Medicine, Surgery, Pediatrics, ICU, ER, Home Care, and Ambulatory Care. Evaluations will be completed by the assigned tutor and may be supplemented with input from peers, staff from clinical exposure areas, and clients. Additionally, preparation and clinical knowledge will be assessed through concept mapping, as well as through the application of the nursing process for each assigned client.

The student and assigned tutor will conduct a written, formative mid-term evaluation after the first three weeks of nursing practice. At this evaluation, students are to bring a written self evaluation reflecting their learning goals and strengths. Mid-term evaluations will be completed on an individual basis during clinical time or at the tutor's office.

At the completion of this clinical course a written, summative, evaluation of nursing practice will be completed by the student and the assigned tutor. The final evaluation will be held on an individual basis in the tutor's office on **Friday, April 19<sup>th</sup>, 2013** or as designated by the tutor. At this evaluation, students are to bring a completed self-evaluation based on criteria found in **Appendix A**. Students are expected to include a self-assigned grade based on the ENP that will be submitted prior to the final evaluation

date as identified in the timetable. (**See separate handout for ENP**). Students who do not complete the ENP form, *with a proposed grade*, will be required to rebook an appointment with the tutor.

Completion of the final ENP is to include a detailed self-reflection of how the course objectives were met. This reflection should include examples and evidence from the literature. Ensure your reflection includes the behaviours you exhibited to demonstrate your professionalism as a nursing student. In doing so, please review the Code of Ethics (Appendix B). The Code of Ethics for Registered Nurses (CNA, 2008) guides nursing practice and must be reflected in all components of Nursing 391 and evidenced in the ENP. See Appendix B and the University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook Nursing Program Policies for detailed descriptions of the Code of Ethics.

**STUDENTS MUST RECEIVE A MINIMUM OF C- IN THE CLINICAL COMPONENT OF NURSING 391 IN ORDER TO PASS THE COURSE.**

**Please Note:**

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

**PLEASE NOTE:** Students are to complete an on-line course evaluation for Nursing 391. Student feedback is important to ensure continued provision of high quality education in the baccalaureate program. Evaluations can be accessed through a link in moodle or at <http://www.surveyfeedback.ca/surveys/wsb.dll/s/1g93a>

### **LAB EXPERIENCES**

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

- a. Central Access Devices
- b. Epidural Analgesia/Anesthesia
- c. Comprehensive Chest Assessment, Chest Physiotherapy and Chest Tubes
- d. Tracheostomy Care and Suctioning
- e. Complex Wound Care (including irrigations & packings)

## Appendix A

<b>NURSING 391</b>
<b>EVALUATION OF NURSING PRACTICE (Winter 2013)</b>

<b>EXCELLENT</b>	<b>VERY</b>	<b>GOOD</b>	<b>SATISFACTORY</b>	<b>UNSATISFACTORY</b>
<b>(4)</b>	<b>GOOD</b>	<b>(3)</b>	<b>(2.5)</b>	<b>(0)</b>
	<b>(3.5)</b>			

- 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: Satisfactory:**  
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 391 Course Syllabus***

**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**

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

<b>RELATED COURSE OBJECTIVE:</b>	
Demonstrate, independently or with guidance, the ability to practice in accordance with Year 3 competencies, as described in the document entitled: <i>Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013</i> .	
<b>RC</b>	<b>1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY</b> ____/4
<b>1.3</b>	Independently presents a professional image.
<b>1.3</b>	With minimal guidance, demonstrates accountability for making decisions and the outcomes of those decisions.
<b>2.3</b>	With guidance, uses effective time management strategies in coordinating care, organizing workload, and setting priorities.
<b>3.3</b>	With guidance, demonstrates the ability to practice safely and within the limits of own competence and knowledge.
<b>1.3</b>	With guidance, demonstrates initiative and responsibility to accurately assess and meet own learning needs and implements learning goals to maximize and or improve nursing care.
<b>3.3</b> <b>4.3</b> <b>16.3</b>	Independently understands and ensures personal, client and colleague safety by practicing within the policies and procedures of the agency/organization.

<b>RELATED COURSE OBJECTIVES:</b>	
Demonstrate, with guidance, the ability to provide evidence-based, competent nursing care to clients experiencing more acute variations in health, in a tertiary care center.	
Demonstrate, with guidance, the ability to integrate knowledge into clinical practice.	
Demonstrate, independently, the ability to use advanced therapeutic/interpersonal communication skills with patients, staff & peers.	
Demonstrate, with minimal guidance, the ability to manage health promotion and prevention activities using advanced skills.	
<b>RC</b>	<b>2. KNOWLEDGE - BASED PRACTICE</b> _____/4
<b>10.3</b>	With guidance, applies a critical thinking approach to nursing.
<b>5.4</b>	With guidance, identifies, develops and engages in strategies for social and political action.
<b>10.3</b> <b>18.3</b>	With guidance, uses credible and evidence informed theory and resources to provide competent care.
<b>19.3</b> <b>20.3</b> <b>21.3</b> <b>23.3</b>	With guidance, identifies appropriate nursing diagnoses from relevant assessment data, sets goals, develops plans for care, and evaluates outcomes in complex and rapidly changing client situations.
<b>21.3</b>	With guidance, manages multiple nursing interventions in complex, rapidly changing unstable patient conditions.
<b>20.3</b>	With guidance, recognizes and seeks help in rapidly changing unstable client conditions.
<b>15.3</b>	With guidance, uses principles of primary health care to anticipate client health problems to manage complex problems and promote continuity of care.
<b>15.3</b> <b>27.3</b>	With guidance, collaborates with other members of the interdisciplinary health care team in the delivery of care to the client.
<b>18.3</b>	With guidance, makes appropriate judgements and sound decisions in management of care based on clear and accurate understanding of rational for care, best practice guidelines and research.
<b>7.3</b> <b>8.3</b>	With guidance, applies a knowledge base from nursing and other disciplines concerning current health care issues in adult acute care.

<b>24.3</b>	With guidance, uses appropriate lines of communication to report significant issues or concerns related to delivery of nursing care and patient/client outcomes.
<b>24.3</b>	With minimal guidance, produces clear, timely, relevant, and thorough charting / documentation.
<b>27.3</b>	Independently establishes and maintains effective working relationships and open communication with colleagues.

**RELATED COURSE OBJECTIVE:**

Demonstrate, independently or with guidance, the ability to practice in accordance with Year 3 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*.

<b>RC</b>	<b>3. ETHICAL PRACTICE</b> _____/4
<b>25.3</b> <b>26.3</b>	With guidance, provides nursing care that respects professional boundaries, and individual rights such as informed consent, confidentiality, client autonomy, and advocacy.
<b>25.3</b> <b>26.3</b>	Demonstrates respect for cultural, spiritual, and individual values, beliefs, and opinions of peers, colleagues, and clients.
<b>25.3</b>	With guidance, identifies potential effect(s) of own values, beliefs, and experiences on relationships with clients, and uses this self-awareness to provide competent care.
<b>25.1</b>	Establishes therapeutic and caring relationships with clients.

**RELATED COURSE OBJECTIVE:**

Demonstrate, with guidance, the ability to manage health promotion and prevention activities using advanced therapeutic/interpersonal communication skills, health counselling skills and teaching and learning principles.

<b>RC</b>	<b>4. SERVICE TO PUBLIC</b> _____/4
<b>27.3</b>	With minimal guidance applies principles of therapeutic and professional relationships in establishing rapport with clients/staff and terminating these relationships.
<b>28.3</b> <b>29.3</b>	With guidance, demonstrates leadership, management, and administration skills.

<b>RELATED COURSE OBJECTIVE:</b>	
Demonstrate, independently or with minimal guidance the ability to practice in accordance with Year 3 competencies, as described in the document entitled: <i>Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013</i> .	
<b>RC</b>	<b>5. SELF-REGULATION</b> _____/4
<b>31.3</b>	Independently demonstrate understanding of the CARNA practice standards and competencies in relation to the development of own nursing practice.

<b>RELATED COURSE OBJECTIVE</b>	
Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process in utilizing context-based learning in all learning activities.	
<b>RC</b>	<b>5. CONTEXT BASED LEARNING</b> _____/4
<b>33.3.1</b>	Independently directs own learning.
<b>33.3.2</b>	Independently uses critical thinking skills to facilitate learning of the group
<b>33.3.3</b>	Independently and effectively uses group process to facilitate learning of the group.
<b>34</b>	With guidance selects, and empowers clients to choose, appropriate strategies to deal with ambiguity and diversity.
<b>35</b>	With guidance uses scholarly writing skills to analyze and synthesize knowledge from nursing and other related disciplines.

<b>STUDENT MID-TERM COMMENTS</b>
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**1. Professional Responsibility and Accountability**

**2. Knowledge-Based Practice**

**3. Ethical Practice**

**4. Service to Public**

**5. Self-Regulation**

**6. Context Based Learning**

<b>TUTOR MID-TERM COMMENTS</b>
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**1. Professional Responsibility and Accountability**

**2. Knowledge-Based Practice**

**3. Ethical Practice**

**4. Service to Public**

**5. Self-Regulation**

**6. Context Based Learning**

**Student's mid-term recommendations for clinical performance development:**

**Tutor's mid-term recommendations for clinical performance development:**

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 its content.

This information is collected for the purpose of appraising student performances; assigning a course mark; and monitoring student progress according to guidelines established in the *Alberta Freedom of Information and Protection of Privacy Act*.

<b>STUDENT FINAL EVALUATION COMMENTS</b>
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- |  |           |
|--|-----------|
| <b>1. Professional Responsibility and Accountability</b> | <b>/4</b> |
| <b>2. Knowledge-Based Practice</b>                       | <b>/4</b> |
| <b>3. Ethical Practice</b>                               | <b>/4</b> |
| <b>4. Service to Public</b>                              | <b>/4</b> |
| <b>5. Self-Regulation</b>                                | <b>/4</b> |
| <b>6. Context Based Learning</b>                         | <b>/4</b> |

<b>TUTOR FINAL EVALUATION COMMENTS</b>
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- |  |           |
|--|-----------|
| <b>1. Professional Responsibility and Accountability</b> | <b>/4</b> |
| <b>2. Knowledge-Based Practice</b>                       | <b>/4</b> |
| <b>3. Ethical Practice</b>                               | <b>/4</b> |
| <b>4. Service to Public</b>                              | <b>/4</b> |
| <b>5. Self-Regulation</b>                                | <b>/4</b> |
| <b>6. Context Based Learning</b>                         | <b>/4</b> |

<b>Final recommendations for clinical performance development:</b>
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<b>Student Proposed Mark</b>	/24
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<b>Final Mark</b>	/24
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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.

**Please Note:** This information is collected for the purpose of appraising student performances; assigning a course mark; and monitoring student progress according to guidelines established in the *Alberta Freedom of Information and Protection of Privacy Act*.

## Appendix B

### Code of Ethics for Registered Nurses

# CODE OF **Ethics**

## FOR REGISTERED NURSES

### Nursing Values and Ethical Responsibilities

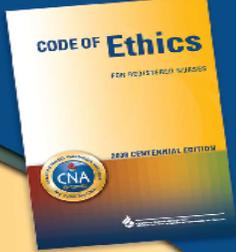
The core ethical responsibilities central to ethical nursing practice are articulated through the code's seven primary values and accompanying responsibility statements. See the code to read the responsibility statements connected with each of these seven values.

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



### Ethical Endeavours

Ethical nursing practice involves endeavouring to address broad aspects of social justice that are associated with health and well-being. These aspects relate to the need for change in systems and societal structures in order to create greater equity for all. The code contains thirteen statements entitled "ethical endeavours" that are intended to guide nurses in their practice.



TO OBTAIN A COPY OF THE CODE OF ETHICS FOR REGISTERED NURSES, VISIT OUR WEBSITE AT

## [www.cna-aiic.ca](http://www.cna-aiic.ca)



CANADIAN NURSES ASSOCIATION  
ASSOCIATION DES INFIRMIÈRES ET INFIRMIERS DU CANADA

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

## Appendix C

### Nursing 391 Discharge Planning Marking Guide

Grade	Status	Criteria
<b>A+, A</b>	Excellent	Exemplary integration of research-and non-research-based literature in developing, analyzing, and synthesizing ideas. Creativity is reflected. Extraordinary writing ability demonstrated. A concise, logical, well-organized assignment. Format requirements are met.
<b>A-</b>	Excellent	Excellent integration of research-and non-research-based literature in developing and analyzing ideas. Some creativity reflected. Excellent writing ability demonstrated. A concise, logical, well-organized assignment. Format requirements are met.
<b>B+, B</b>	Good	An attempt to integrate research-and non-research-based literature; however, ideas are not fully developed with minimal analysis. The demonstration of creativity is minimal. Minor revisions required with respect to presenting ideas in a concise, logical, and well organized manner. Minor format revisions are required.
<b>B-</b>	Good	Presents a review of research-and-non-research-based literature. Ideas are not fully developed or analyzed. Revisions required with respect to presenting ideas in a concise, logical, and well-organized manner. Format requirements are inconsistently met.
<b>C+, C</b>	Satisfactory	Demonstrates superficial research. General content areas identified. Minimal development of ideas, structure, organization and creativity. Definite revisions called for with respect to flow of ideas and grammatical errors. Limited application of required format.
<b>C-</b>	Minimal Pass	Demonstrates marginal research. Lacks structure and organization of ideas. Major revisions called for with respect to flow of ideas and grammatical errors. Limited application of required format.
<b>D+</b>	Poor	Demonstrates poor research. Minimal structure and poor organization of ideas. Major revisions called for with respect to flow of ideas and grammatical errors. Limited application of required format.
<b>D</b>	Poor	Content requirements not researched or addressed. The assignment has no structure or organization. Ideas are not logically or clearly presented. Consistent errors in grammar, and format.
<b>F</b>	Fail	Paper is plagiarized or not handed in.

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