



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

**Keyano College
Course Syllabus**

NURSING 395 A

NURSING PRACTICE VI

October 22nd 2012, to December 7th, 2012

Tutor: Tania Lysak RN, BScN, MN

NURSING 395

Course Outline

CALENDAR STATEMENT:

NURS 395 Nursing Practice VI *7 (fi 14) (either term, 0-3s-28c in 7 weeks).

Practice focuses on restoration, rehabilitation and support (including health promotion and disease prevention) of clients across the life-span who are experiencing more acute variances in health. Practice occurs in homes, acute care settings, or in community-based settings. Prerequisites: NURS 151, 291, 294, 295. Pre- or co requisite: NURS 390.

COURSE HOURS: LEC: 0 SEM: 21 LABS: 7 CLINICAL: 189

COURSE DESCRIPTION:

This clinical course will provide students with the opportunity to assess community as client, and to work with clients experiencing mental health issues. Students will continue to incorporate health promotion, and all levels of prevention in nursing practice with clients, families, groups and/or aggregates. Nursing practice over a continuous block of time will occur in various community and/or acute care settings.

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 *Graduate Competencies and Year Outcomes* relevant to Nursing 395. This document serves as the basis for the evaluation of students' clinical practice. These can be found in the Keyano College Student Handbook 2010-2011.

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 395, the nursing student will be able to:

1. Demonstrate, with minimal guidance, the processed of self-directed learning, critical thinking, and context-based learning in a variety of community and /or acute care settings.
2. Demonstrate, with guidance, the ability to practice in accordance with Year 3 competencies, as described in the Keyano College Student Handbook 2010-2011.
3. Demonstrate, with minimal guidance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing mental health issues, in a variety of community and/or acute care settings.
4. Demonstrate, with minimal guidance, the ability to provide evidence-based, competent nursing care to clients experiencing more acute variances in health, in a variety of community and/or acute care settings.
5. With guidance, assess the mental health needs of the community as client.
6. Demonstrate the ability to integrate knowledge into clinical practice.

TUTOR GENERAL INFORMATION

Instructor: Tania Lysak RN MN

Office: Nursing Office 187E

Phone: 792-5630 (w)

Email: tania.lysak@keyano.ca

Office hours: Mondays 0900-1400

REQUIRED TEXTBOOKS

Townsend, Mary C. (2012). *Psychiatric mental health nursing, Concepts of Care in Evidence-Based Practice* (7th ed.). Philadelphia: F.A. Davis.

Vollman, A. R., Anderson, E. T. & McFarlane, J. (2008). *Canadian community as partner: Theory & multidisciplinary practice* (2nd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Stanhope, M., Lancaster, J., Jessup-Falcioni, H. & Viverais-Dresler, G. (2008). *Community Health Nursing in Canada* (1st Canadian ed.). Toronto, ON: Elsevier.

NURSING PROGRAM POLICIES

Please refer to Keyano College Nursing Program Student Handbook for Specific Nursing Program policies and to Keyano College Calendar for general College policies.

Please see College Calendar for an overview of the Student's Rights, Responsibilities, Student Misconduct and Discipline, and the Student Appeal Process.

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

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

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 and 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.

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 Evaluation

- | | |
|--|-----------|
| 1. Communication Analysis | 20% |
| 2. Nursing Practice | |
| a. Self-Evaluation of Nursing Practice:
Acute Care Clinical Experience (ENP) | 40% |
| Students are to come to their nursing practice evaluation with a <u>detailed self-reflection</u> of how they met the course objectives. This reflection should include examples and evidence from the literature. Ensure your reflection includes <u>how</u> behaviors expected of a professional were demonstrated. | |
| b. Community Experience | Pass/Fail |
| 3. Mental Health/Illness Exam | 40% |

4. Medication Calculation Exam

Pass/Fail

Total

100%

SEMINARS

Seminars will be held on Mondays from 0900-1200. Please see your timetable regarding seminar content. The focus of these seminars will be topics related to course content and provide an opportunity to meet individually with the Tutor. These seminars are **mandatory** unless there is a specific requirement of your community agency that can only be met on Monday's. During the orientation to Nurse 395, the Tutor will provide further details regarding seminars.

LABS

1. Mental Status Assessment:

Demonstrate a full mental status assessment for a client with a mental illness

- Students are to review lab on Mini Mental Status Assessment.

 - During orientation information will be shared with students related to beginning assessment of individuals with mental illnesses.
 - During the week of orientation, information on suicide and other related illnesses will be presented. In addition, appropriate interventions for assessment will also be discussed. This information will assist students in meeting objective #2.
 - Utilize the collected assessment data to develop a focused learning plan.
- b. Describe the essential components of a mental status assessment and outline immediate nursing interventions.
- This will be discussed during the orientation of N395 and the acute care clinical orientation.
- c. Describe how to maintain personal and co-worker safety when intervening with clients with mental illness.

- Prior to the beginning of students' acute care mental health experience consideration will be given to concepts of basic personal safety. This will be covered in the acute care orientation.

2. Mental Health Diagnosis

View and discuss presentation of different signs and symptoms of mental illness.

PLEASE NOTE:

In order to successfully pass Nursing 395, students must (a) demonstrate safe, knowledgeable, and ethical behaviors expected of a professional in all nursing practice, lab, home and or community visit experiences (b) complete all the specified learning experiences and assignments. Written assignments will be graded utilizing the marking system enclosed as Appendices A-D. Written assignments are to be submitted prior to noon on the stated due date unless prior arrangements have been made with the tutor.

EVALUATION CRITERIA

1. Communication Analysis (20%)

- a. The purpose of this assignment is to study the application of therapeutic communication principles and client response. Using appropriate self-awareness, the student will assess the effectiveness of the communication that has occurred.
- b. The process for the assignment is as follows:
 - ❖ Choose a significant real-life interaction involving your client. This interaction should consist of a meaningful, **consecutive**, interactive dialogue involving approximately **6 mutual exchanges** of conversation. These exchanges should be as close to “word for word” as possible and include any relevant body language as well as any other significant non-verbal forms of communication.
 - ❖ Begin your paper with a description of the client, including presenting, precipitating, perpetuating, and predisposing factors which have a bearing on his/her admission status and current level of functioning. Include the setting/location of your conversation and any other influencing contextual variables (noise, other people present etc.).
 - ❖ Using the format supplied in **Appendix B**, the main body of the paper should describe your analysis of the content of the interaction as well as the verbal and nonverbal communication. Be sure to include any relevant underlying dynamics and the importance of what is taking place.
 - ❖ The evaluation segment should utilize relevant and credible sources. This section should correctly identify the communication technique used for each response and document whether or not it was facilitative or blocking. In addition, if the technique was blocking (non-facilitative) the student should reflect on any alternative techniques/measures that might have made the communication process more therapeutically focused.
 - ❖ The conclusion/summary of your paper should highlight the benefits for the client that stem from the communication analysis, In addition, the conclusion should state the insights/self-awareness garnered by the student during the assignment.
- c. The format for the assignment will be completed in columns as outlined in **Appendix B** and should be maximum **10 pages in length** (excluding the title page and reference list) and adhere to APA standards for referencing. A variety of research based and non-

research based sources is required when documenting and analyzing the communication techniques used in the paper.

NOTE: This analysis is to be in-depth. Please ensure that you carefully review the marking criteria outlined in **Appendix A** and develop your analysis accordingly.

2. Nursing Practice (40%)

Acute Care Clinical Experience (40%)

Community Experience (Pass/Fail)

a. Acute Care:

In order to pass Nursing 395, a student must receive 15/24 on the Evaluation of Nursing Practice (ENP) of the acute care psychiatric experience. This will be accomplished through observation of the student by the tutor during the clinical experience on the in-patient psychiatric unit. These clinical objectives are used as the criteria for clinical evaluation by the tutor.

Both a written formative midterm evaluation and a written summative final evaluation will be completed for each student. Goals for further professional development must also be included for the midterm evaluation.

The final clinical evaluations will be held at set times on the Friday at the end of each two week rotation unless otherwise specified by the tutor. Evaluative appointments on the Friday will be determined by the tutor and students at a mutually determined time.

Each student is expected to bring a completed reflective self-evaluation to the **final evaluation**. PLEASE DO NOT SIMPLY REGURGITATE THE ENP TERMINOLOGY. **Students are to come to their nursing practice evaluation with a detailed self-reflection of how they met the course objectives. This reflection should include examples and evidence from the literature. Ensure your reflection includes how behaviors expected of a professional were demonstrated.**

Statements will also reflect on any feedback that has been received. In addition, the student will assign a mark for this component of their nursing practice experience.

The tutor's written evaluation will be added to the student's self-evaluation. Please see the ENP document for the guidelines.

Please Note: The tutor will immediately inform any student who at any time during the clinical experience demonstrates an unsatisfactory clinical performance

that is indicative of clinical failure. To facilitate the progress of a student with failing behaviors, a remedial plan will be developed by the tutor in consultation with the student.

More information related to the acute care clinical experience will be discussed during the clinical orientation.

Clinical Client Research: Nursing Diagnoses, Goals and Concept Mapping

As a component of the ENP grade, students will be required **each week** to complete a concept map and two relevant nursing diagnoses (Nanda) and corresponding client goals. Concepts of primary health care including health determinants will also be included. Client research is to be submitted to the tutor on the **Tuesday** of first day of clinical and it will be returned each day for revisions based on actual client care. It is the tutor's expectation that the information will be adequately prepared and documented at the start of each clinical week to serve as a guide for the application of theory to practice. Thus the student should come prepared each week to demonstrate and apply the knowledge they have researched on the client.

Although this client research is not specifically graded (see the overview of evaluation in the syllabus), it does directly relate to the clinical observation grade.

b. Community Experience:

The Self-Evaluation of Nursing Practice form includes an expectation that students will participate in a project that targets a **specific aggregate**. The purpose of this project is to give the student experience in identifying an acute or chronic complex mental health issue, and in doing an associated project. Students may work individually or in small groups.

Community:

Evaluation of the student in the community setting will be accomplished through observation of the student by the tutor, and feedback from the community agency. The clinical hours designated for the community experience is 24 hours per week in the community agency.

A summative evaluation will be done during the last week of the four-week community experience. The student, agency representative and tutor will be in attendance for this evaluation. The student at the end of this experience will

complete a comprehensive written evaluation. Please review community ENP evaluation for this purpose. This self-evaluation will include examples and relevant literature to support statements. Statements will also reflect on any feedback that has been received. Goals for further professional development will also be included. This completed evaluation will be brought to the meeting. In addition, the student will assign himself or herself either a Pass or Fail for this component of the nursing practice experience.

An in-depth document related to the nature and expectations of the Community Experience will be handed out and reviewed by the tutor during the week of orientation.

Similar to the Acute Care experience, the Community ENP form includes an expectation that students will participate in project that targets an **aggregate** within their respective community agency. The focus on this project is to be on health promotion, disease prevention or a combination of both concepts. Students must consult with the agency and tutor regarding their choice of project. A variety of formats may be used, for example:

- presenting on a selected topic to staff
- carrying out a group activity for clients
- making a poster and doing a presentation
- client teaching.

See the community ENP for criteria used for evaluation of the community experience.

IN ORDER TO BE SUCCESSFUL IN THIS COURSE, STUDENTS WILL RECEIVE A PASSING GRADE IN BOTH THE ACUTE CARE AND COMMUNITY COMPONENTS OF THE CLINICAL PRACTICE EXPERIENCE.

3. Mental Health/ Illness Exam (40%)

A 60 question exam covering a variety of mental health and illness issues. It is strongly recommended students review their required textbook in preparation for this exam.

4. Medication Administration Safety Screen (Pass/Fail)

Students will have two opportunities to pass the Medication Administration Safety Screen (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. **Students may drop a course without academic or financial penalty within the first 1/8 of the course start date. Please refer to the Keyano Student Handbook for further clarification of withdrawal dates.**

Please see the timetable for the date and time of this MASS exam.

Students will have one hour to complete the exam and the pass mark is set at 90%.
Calculators may be used during the exam process.

APPENDIX A
COMMUNICATION ANALYSIS MARKING GUIDELINE

1. This assignment focuses on the student's self-awareness.
2. A total of **40** marks are awarded for the analysis of a significant interaction involving a client.
3. The emphasis is **not** on the student's interviewing ability, but on accurately, constructively and thoroughly analyzing what happened in the conversation.

	1	2	3	4	5
5 marks	Description of client and factors superficial of not covered	Mostly complete description of client and relevant factors with few omissions	Description of client and relevant factors present	Complete description of client, with relevant factors included	Complete description of client, displays clear understanding of all relevant factors of influence for the client
5 marks	Description of setting and/or contextual variables not included	Description of setting and variables mostly complete with minimal understanding shown	Description of setting and contextual variables included with partial understanding of significance	Clear description of setting and variables with good understanding of significance	Clear description of setting and contextual variables, demonstrates advanced understanding of these in communication
5 marks	Goal or purpose missing	Goals or purpose stated and mostly clear and patient centered	Goals or purpose stated and mostly clear and client centered	Goals or purpose stated and client centered	Clearly stated goal or purpose of interaction that is centered on the needs of the client
5 marks	Documents own statements, no non verbals noted	Documents own statements, few nonverbals noted	Documents own statements with some analysis of nonverbal per exchange	Accurately documents own statements with analysis of nonverbal for each exchange	Accurately documents own statements and describes and analyzes own nonverbal objectively after each exchange
5 marks	Documents client's statements, no nonverbal noted	Documents client's statements, few nonverbals noted	Documents client's statements with some analysis of nonverbal per exchange	Accurately documents client's statements with analysis of nonverbal for	Accurately describes and documents client's statements and describes and analyzes their

				each exchange	nonverbal objectively, critically and thoroughly after each exchange
5 marks	No indication of own inner thoughts and feelings or focuses on the client's feelings	Little indication of own thoughts and feelings for each exchange	Documents own thoughts and feelings for each exchange	Accurately uses self awareness to analyze nurse's thoughts and feelings for each exchange	Accurately uses concept of self awareness to critically document nurse's thoughts and inner feelings during each exchange

5 marks	Incorrectly identifies techniques, no indication if effective or ineffective per exchange	Some techniques identified correctly with some indication of effectiveness	Identifies each technique correctly most of the time with some indication of effectiveness with alternatives	Correctly identifies technique, says of effective or not for each exchange, provides alternatives	Correctly identifies each communication technique, indicates if technique was effective or blocked conversation for each exchange. If ineffective, provides and alternative statement that could have been used
5 marks	No conclusion	Superficial conclusion with few stated benefits or insights	Mostly complete conclusion, some discussion of benefits for client and nurse	Clear conclusion with benefits discussed for client and nurse. Insights fur future application shown	Concludes paper clearly stating any benefits to the client and shows any new gains in own self awareness regarding therapeutic communications and relationships to be used in the future

Comments:

**APPENDIX B
COMMUNICATION ANALYSIS WORKSHEET**

Client's Initials: _____

Student's Name: _____

Date: _____

Background Information:

Goal or Purpose:

Client's Verbal Statement and Non-verbal behavior	Client Message (Thoughts)	Client Feeling (Feelings)	Nurse's Thoughts	Nurse's Feelings	Nursing Response	Evaluation
<p>This column should include:</p> <p><u>Verbal Behavior:</u></p> <p>What the client said including tone of voice.</p> <p><u>Nonverbal Behavior</u></p> <p>i.e., the client's actions, facial expressions, mannerisms, and posture changes</p>	<p>Your interpretation of what the client said</p>	<p>Identify underlying feelings as well as those expressed</p>	<p>Demonstrate how you attempt to understand client experience</p>	<p>Identify own feelings in response to client behavior</p>	<p>Accurately documents own statements and describes own nonverbals objectively, critically, and thoroughly</p>	<p>What technique did you use?</p> <p>Was it effective in promoting client:</p> <ul style="list-style-type: none"> • Self exploration • Understanding • Action <p>What alternative response might you have used?</p>

CODE OF Ethics

FOR REGISTERED NURSES

Nursing Values and Ethical Responsibilities

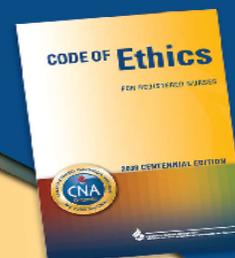
The core ethical responsibilities central to ethical nursing practice are articulated through the code's seven primary values and accompanying responsibility statements. See the code to read the responsibility statements connected with each of these seven values.

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.

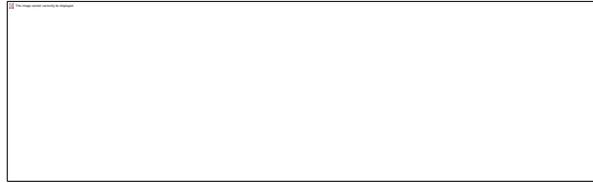


TO OBTAIN A COPY OF THE CODE OF ETHICS FOR REGISTERED NURSES, VISIT OUR WEBSITE AT

www.cna-aiic.ca



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



UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE NURSING PROGRAM:
KEYANO COLLEGE
EVALUATION OF NURSING PRACTICE (ENP)

NURSING 395
Inpatient Mental Health
2012-2013

STUDENT'S NAME: _____

TUTOR'S NAME: _____

NUMBER OF ABSENCES: _____

NURSING 391

EVALUATION OF NURSING PRACTICE (Winter 2011)

EXCELLENT	VERY	GOOD	MARGINAL	UNSATISFACTORY
(4)	GOOD	(3)	(2.5)	(0)
	(3.5)			

- 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.

RC= Relevant Competency – Please refer to the Graduate Competencies and Year End Outcomes Condensed Version 2010-2011 (Approved November 2009)

“Levels of Independence” are found in Nursing 395 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

RELATED COURSE OBJECTIVE:	
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 2010-2011</i> .	
RC	1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY _____/4
1.3	Independently presents a professional image.
1.3	With minimal guidance, demonstrates accountability for making decisions and the outcomes of those decisions.
2.3	With guidance, uses effective time management strategies in coordinating care, organizing workload, and setting priorities.
3.3	With guidance, demonstrates the ability to practice safely and within the limits of own competence and knowledge.
1.3	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.
3.3 4.3 16.3	Independently understands and ensures personal, client and colleague safety by practicing within the policies and procedures of the agency/organization.

RELATED COURSE OBJECTIVES :
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 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.

RC	2. KNOWLEDGE - BASED PRACTICE _____/4
10.3	With guidance, applies a critical thinking approach to nursing.
5.4	With guidance, identifies, develops and engages in strategies for social and political action.
10.3 18.3	With guidance, uses credible and evidence informed theory and resources to provide competent care.
19.3 20.3 21.3 23.3	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.
21.3	With guidance, manages multiple nursing interventions in complex, rapidly changing unstable patient conditions.
20.3	With guidance, recognizes and seeks help in rapidly changing unstable client conditions.
15.3	With guidance, uses principles of primary health care to anticipate client health problems to manage complex problems and promote continuity of care.
15.3 27.3	With guidance, collaborates with other members of the interdisciplinary health care team in the delivery of care to the client.
18.3	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.
7.3 8.3	With guidance, applies a knowledge base from nursing and other disciplines concerning current health care issues in adult acute care.
24.3	With guidance, uses appropriate lines of communication to report significant issues or concerns related to delivery of nursing care and patient/client outcomes.
24.3	With minimal guidance, produces clear, timely, relevant, and thorough charting / documentation.

27.3	Independently establishes and maintains effective working relationships and open communication with colleagues.
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RELATED COURSE OBJECTIVE:	
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 2010-2011</i> .	
RC	3. ETHICAL PRACTICE ___/4
25.3 26.3	With guidance, provides nursing care that respects professional boundaries, and individual rights such as informed consent, confidentiality, client autonomy, and advocacy.
25.3 26.3	Demonstrates respect for cultural, spiritual, and individual values, beliefs, and opinions of peers, colleagues, and clients.
25.3	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.
25.1	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.	
RC	4. SERVICE TO PUBLIC ___/4
27.3	With minimal guidance applies principles of therapeutic and professional relationships in establishing rapport with clients/staff and terminating these relationships.

28.3 29.3	With guidance, demonstrates leadership, management, and administration skills.
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RELATED COURSE OBJECTIVE:	
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 2010-2011</i> .	
RC	5. SELF-REGULATION _____/4
31.3	Independently demonstrate understanding of the CARNA practice standards and competencies in relation to the development of own nursing practice.

RELATED COURSE OBJECTIVE	
Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process in utilizing context-based learning in all learning activities.	
RC	6. CONTEXT BASED LEARNING _____/4
33.3.1	Independently directs own learning.
33.3.2	Independently uses critical thinking skills to facilitate learning of the group
33.3.3	Independently and effectively uses group process to facilitate learning of the group.
34	With guidance selects, and empowers clients to choose, appropriate strategies to deal with ambiguity and diversity.
35	With guidance uses scholarly writing skills to analyze and synthesize knowledge from nursing and other related disciplines.

STUDENT MID-TERM COMMENTS

1. Professional Responsibility and Accountability

2. Knowledge-Based Practice

3. Ethical Practice

4. Service to Public

5. Self-Regulation

6. Context Based Learning

TUTOR MID-TERM COMMENTS

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*.

STUDENT FINAL EVALUATION COMMENTS	
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1. Professional Responsibility and Accountability /4

2. Knowledge-Based Practice /4

3. Ethical Practice /4

4. Service to Public /4

5. Self-Regulation /4

6. Context Based Learning /4

TUTOR FINAL EVALUATION COMMENTS	
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1. Professional Responsibility and Accountability /4

2. Knowledge-Based Practice /4

3. Ethical Practice /4

4. Service to Public /4

5. Self-Regulation /4

6. Context Based Learning /4

Final recommendations for clinical performance development:

Student Proposed Mark /24

Final Mark /24

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*.



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

EVALUATION OF NURSING PRACTICE (ENP)

**NURSING 395
Community Mental Health
2012-2013**

STUDENT'S NAME: _____

TUTOR'S NAME: _____

NUMBER OF ABSENCES: _____

NURSING 395
Community
EVALUATION OF NURSING PRACTICE

Pass	Fail
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- 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.

RC= Relevant Competency – Please refer to the Graduate Competencies and Year End Outcomes Condensed Version 2010-2011 (Approved November 2009)

“Levels of Independence” are found in Nursing 395 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**

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 2010-2011*.

RC	1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY	____/4
1.3	Independently presents a professional image.	
1.3	With minimal guidance, demonstrates accountability for making decisions and the outcomes of those decisions.	
2.3	With guidance, uses effective time management strategies in coordinating care, organizing workload, and setting priorities.	
3.3	With guidance, demonstrates the ability to practice safely and within the limits of own competence and knowledge.	
1.3	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.	
3.3 4.3 16.3	Independently understands and ensures personal, client and colleague safety by practicing within the policies and procedures of the agency/organization.	

RELATED COURSE OBJECTIVES :

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 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.

RC	2. KNOWLEDGE - BASED PRACTICE _____/4
10.3	With guidance, applies a critical thinking approach to nursing.
5.4	With guidance, identifies, develops and engages in strategies for social and political action.
10.3 18.3	With guidance, uses credible and evidence informed theory and resources to provide competent care.
19.3 20.3 21.3 23.3	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.
21.3	With guidance, manages multiple nursing interventions in complex, rapidly changing unstable patient conditions.
20.3	With guidance, recognizes and seeks help in rapidly changing unstable client conditions.
15.3	With guidance, uses principles of primary health care to anticipate client health problems to manage complex problems and promote continuity of care.
15.3 27.3	With guidance, collaborates with other members of the interdisciplinary health care team in the delivery of care to the client.
18.3	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.
7.3 8.3	With guidance, applies a knowledge base from nursing and other disciplines concerning current health care issues in adult acute care.
24.3	With guidance, uses appropriate lines of communication to report significant issues or concerns related to delivery of nursing care and patient/client outcomes.
24.3	With minimal guidance, produces clear, timely, relevant, and thorough charting / documentation.
27.3	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 2010-2011*.

RC	3. ETHICAL PRACTICE	___/4
25.3 26.3	With guidance, provides nursing care that respects professional boundaries, and individual rights such as informed consent, confidentiality, client autonomy, and advocacy.	
25.3 26.3	Demonstrates respect for cultural, spiritual, and individual values, beliefs, and opinions of peers, colleagues, and clients.	
25.3	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.	
25.1	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.

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

RELATED COURSE OBJECTIVE:

Demonstrate, independently or with minimal 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 2010-2011*.

RC	5. SELF-REGULATION	___/4
31.3	Independently demonstrate understanding of the CARNA practice standards and competencies in relation to the development of own nursing practice.	

RELATED COURSE OBJECTIVE

Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process in utilizing context-based learning in all learning activities.

RC	6. CONTEXT BASED LEARNING	___/4
33.3.1	Independently directs own learning.	
33.3.2	Independently uses critical thinking skills to facilitate learning of the group	
33.3.3	Independently and effectively uses group process to facilitate learning of the group.	
34	With guidance selects, and empowers clients to choose, appropriate strategies to deal with ambiguity and diversity.	
35	With guidance uses scholarly writing skills to analyze and synthesize knowledge from nursing and other related disciplines.	

STUDENT MID-TERM COMMENTS

1. Professional Responsibility and Accountability

2. Knowledge-Based Practice

3. Ethical Practice

4. Service to Public

5. Self-Regulation

6. Context Based Learning

TUTOR MID-TERM COMMENTS

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*.

STUDENT FINAL EVALUATION COMMENTS	
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1. Professional Responsibility and Accountability	/4
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2. Knowledge-Based Practice	/4
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3. Ethical Practice	/4
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4. Service to Public	/4
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5. Self-Regulation	/4
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6. Context Based Learning	/4
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TUTOR FINAL EVALUATION COMMENTS	
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1. Professional Responsibility and Accountability	/4
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2. Knowledge-Based Practice	/4
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3. Ethical Practice	/4
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4. Service to Public	/4
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5. Self-Regulation	/4
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6. Context Based Learning	/4
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Final recommendations for clinical performance development:

Student Proposed Mark

Pass / Fail

Final Mark

Pass / Fail

Student's Name

Signature

Date _____

Tutor's Name

Signature

Date _____

Agency Representative 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*.

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

Tania Lysak, Instructor

Bev Maron, Chair

Date Authorized

Guy Harmer, Dean

Date Authorized

Signed copies to be delivered to:

Instructor

Registrar's Office