



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

**NURSING 491
Section A, B, C, D
NURSING PRACTICE VII
September 4, 2012 – October 19, 2012**

Course Tutors:

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Table of Contents

CALENDAR STATEMENT	1
COURSE HOURS	1
COURSE DESCRIPTION	1
TUTOR INFORMATION	1
COURSE OBJECTIVES	2
Levels of Independence	2
Objectives	2
NURSING PROGRAM POLICIES	3
LATE POLICY FOR ASSIGNMENTS	3
SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE	4
Disability Support Services: Learner Assistance Program	4
Specialized Supports and Duty to Accommodate.....	4
POLICY STATEMENTS	4
COMMUNICATION.....	5
REQUIRED LEARNING EXPERIENCES.....	6
Clinical Practice	6
Learning Goals.....	7
Labs.....	8
Seminars.....	8
OVERVIEW OF COURSE EVALUATION.....	8
Medication Administration Safety Screen – (Pass/Fail).....	9
Theory Exam – (20%).....	10
Comprehensive Health History & Focused Physical Assessment Assignment – (20%).....	10
Evaluation of Nursing Practice (ENP) - (60%).....	11
Critical Self Reflection	12
Midterm Evaluation	13
Final Evaluation	13
REQUIRED RESOURCES	14
Other Resources	14
APPENDIX A - NURSING STUDENT ROLE AND RESPONSIBILITY	15
APPENDIX B - EVALUATION OF NURSING PRACTICE (2012-2013)	18
APPENDIX C - MARKING GUIDE: COMPREHENSIVE ADULT HEALTH HISTORY & FOCUSED PHYSICAL ASSESSMENT	24

NURSING 491
NURSING PRACTICE VII
COURSE OUTLINE

CALENDAR STATEMENT

NURS 491 Nursing Practice VII *7 (fi 14) (either term, 3-26c-2 in 7 weeks).
Management and care of clients in ambiguous, complex, situations occurring over a variety of settings. Pre- or corequisite: NURS 490. Prerequisites: NURS 391, 394 and 395.

COURSE HOURS

LEC: 0 SEM: 21 LAB: 14 CLINICAL: 182

COURSE DESCRIPTION

Opportunities will be provided for students to experience nursing practice with acutely ill clients or clients in ambiguous complex situations over a continuous block of time, e.g. inpatient acute care, home care, or other complex community settings. Management and care of clients with stable or unstable, predictable or unpredictable disruptions of health will be the focus of this clinical course.

In addition, management of health promotion and prevention activities utilizing advanced interpersonal/communication skills, health counselling, and teaching will be emphasized.

TUTOR INFORMATION

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Tutors are available for student consultation in their office the day after clinical from 1000 – 1200 hours. 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.

Definition of terms:

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. 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) 2011-2012*, which is available in the student handbook 2012-2013. Attention must be given to the competencies that are identified as being relevant to NURS 491.

Students must regularly refer to the document entitled *Graduate Competencies and Year-End Outcomes Condensed Version 2011-2012*. Attention must be given to the Year 4 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 NURS 491, the nursing student will be able to:

- Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process in utilizing context-based learning, in all learning activities.
- Demonstrate, independently or with minimal guidance, the ability to practice in accordance with Year 4 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2011-2012*.
- Demonstrate, independently or with minimal guidance, the ability to provide evidence-based, competent nursing care to clients who are acutely ill and/or are in ambiguous complex situations, in a variety of settings (primarily hospitals and home care).
- Demonstrate, independently or with minimal guidance, the ability to manage health promotion and prevention activities using advanced therapeutic/interpersonal communication skills, health counselling skills, and teaching and learning principles.
- Demonstrate knowledge of the relevance of primary health care to all areas of practice.
- Demonstrate the ability to integrate knowledge into clinical practice.

NURSING PROGRAM POLICIES

Please refer to the University of Alberta Calendar for Specific Nursing Program Policies and Keyano College Nursing Program Handbook for policies related to Clinical Practice.

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.

POLICY STATEMENTS

This course outline acts as an agreement between the student and the tutor(s) of this class regarding the details of the course. "Policy about course outlines can be found in Section 23.4(2) of the University Calendar." (General Facilities Council, 29 SEP 2003).

[http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.4.html#23.4\(2\)](http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.4.html#23.4(2))

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour accessed online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/~media/University%20of%20Alberta/Administration/Office%20of%20the%20Vice-Provost/Governance/Documents/Codes%20of%20Conduct%20and%20Residence%20Community%20Standards/Code%20of%20Student%20Behaviour/COSB-Updated-January-26-2012.pdf> (also available on Moodle) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University." (GFC, 29 SEPT 2004).

Please review the Academic Integrity page for the University of Alberta accessed at <http://www.uofaweb.ualberta.ca/TIE/index.cfm>

“Without Academic Integrity, an educational institution would suffer complete failure. At the University of Alberta, our top priority is to maintain the integrity of the degrees we offer. To that end, we have created the Truth in Education Program. It is designed to promote integrity in all educational activities, including learning, teaching, research and community events”.

The Faculty of Nursing is committed to providing an environment of equality and respect for all people within the University community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. The Code of Student Behaviour also identifies inappropriate behaviours such as disruption, discrimination or violations of safety and dignity towards members of the University community.

The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students’ experiences and views are treated with equal respect and value in relation to their gender, sexual orientation, and racial and ethnic background.

Please note that the use of any electronic device in examination situations, including cellular phones, tablets, laptops, Palm Pilots, and hand-held computers, is strictly prohibited. The use of calculators is only allowed when specifically for a particular exam. If a cellular phone is required for urgent messages, it must be left with an examination proctor for the duration of the examination. All other cellular phones must be turned off.

COMMUNICATION

Students must use their University of Alberta e-mail address and include a subject line when communicating with the University of Alberta and Keyano College. The content messages of both e-mail and voice mail must be delivered in a professional manner.

Inappropriate messages may be considered “harassment”. Refer to the Code of Student Behaviour, Section 30.3.4(6) d. Inappropriate use of e-mail sent to fellow students and members of the Faculty of Nursing and University community will result in disciplinary action.

The use of social networking services; such as, but not limited to, Facebook, MySpace, Twitter, internet messaging, blogs and wikis, are subject to the professional and ethical responsibilities as outlined in the:

- Canadian Nurses Association (2008) *Code of ethics for Registered Nurses*, Part I Nursing Values and Ethical Responsibilities, E Maintaining Privacy and Confidentiality, and the
- *University of Alberta Code of Student Behaviour*, Section 30.3.3 Inappropriate Behaviour in Professional Programs.

Please read **APPENDIX A** for nursing student role and responsibility expectations in the clinical setting.

REQUIRED LEARNING EXPERIENCES

1. During this course, students will have a continuous experience in ambiguous complex situations in an acute care or home care setting, with adults or children.
2. Where the clinical setting allows, students will co-ordinate care for up to 3-4 clients. Alternately, bearing in mind the characteristics of specific placement settings such as client acuity levels, home care co-ordination and specialty areas, students will then co-ordinate care for two-thirds to three-quarters of an RN's optimal case load for that setting. The emphasis should be on learning depth and breadth and client safety.
3. Participate in selected lab activities. Please see Student Handbook for dress code in lab.
4. Using a nursing model, 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.

Students are expected to implement all previously learned nursing skills.

CLINICAL PRACTICE

“Clinical practice may include shift and weekend rotations”, as outlined in Section 134.1.1 (4), Programs of Study of the University of Alberta Calendar 2012-2013.

<http://www.registrar.ualberta.ca/calendar/Undergrad/Nursing/Programs/134.html#134.1>

Components of this nursing practice experience will include:

One hundred and eighty-two (182) hours of clinical practice.

- Twenty-four (24) to thirty-two (32) hours of clinical practice per week (6 weeks) for a total of 170 hours.
- Eight-hour (8) day/evening shifts and twelve (12) hour week/weekend will be included in the schedule. **See timetable for general dates and times.**
- Fourteen (14) hours of clinical practice will be allotted for the completion of the Comprehensive Health History and Focused Physical Assessment assignment.

Students will be assigned to a designated Tutor in either group A, B, C, or D throughout the clinical rotation.

- Individual schedules will be handed out the first week of class.
- **Nursing 491 will commence on September 4, 2012.**
- See timetable for specific groups and schedules.

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.

Learning Goals

Students will submit for review a minimum of three learning goals related to their clinical practice. Learning goals will be submitted **September 17, 2012**. This is intended to enable the student to work through the steps of assessing, planning, implementing and evaluating their learning process. Steps of the process include:

- Providing the student with an opportunity to develop individual learning goals within the framework of the course objectives
- Allowing students to determine learning objectives in view of their own perception of their strengths and areas for improvement
- Identifying strategies for meeting the objectives
- Identifying evaluation strategies

Learning opportunities which students can reasonably expect to occur during their clinical experience are not considered part of their learning plan i.e., IV initiation, insertion of Foley, etc.

Learning goals MUST **be accompanied by one (1) journal article** related to learning goals.

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

LABS

Labs will be completed in the first week of Nursing 491. It is the expectation that the knowledge and skills obtained from the Nursing 491 lab and all previous nursing labs and courses will be incorporated into Nursing 491 clinical. Please see timetable and read lab manual in preparation for labs.

SEMINARS

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

OVERVIEW OF COURSE EVALUATION

In order to pass Nursing 491, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences, assignments and evaluation components as outlined in this section.

Students must receive a minimum grade of (C-) in the ENP (Evaluation of Nursing Practice) for successful completion of this component of Nursing 491.

METHOD OF EVALUATION	DATE(S)	PERCENTAGE OF FINAL GRADE
Medication Administration Safety Screen Exam (MASS) – Pass/Fail September 5, 2012		
Theory Exam	October 5, 2012	20%
Comprehensive Adult Health History and Focused Physical Assessment Assignment	October 9, 2012 or at the discretion of the Tutor	10% Observation Component 10% Written Component
Evaluation of Nursing Practice	Midterm – week of September 24, 2012 Final - October 19 , 2012	60%

Given that this is a fourth Year University of Alberta Course please note the following:
 The final course grade is based on a combination of absolute academic achievement (an individual student's course summary mark) and relative performance (a comparison of a student's term summary mark to all students' term summary marks). Due attention is paid to descriptions of grade points according to the 2012-2013 University of Alberta Calendar [Section 23.4(5)]:

Excellent	A+, A, A-
Good	B+, B, B-
Satisfactory	C+, C, C -
Poor	D+
Minimal Pass	D
Failure	F

Assignments are marked as raw scores according to the percentage weight assigned to each. At the end of the course, all scores are totaled for a term summary mark in the course.

Final course marks are not final until approved by the U of A and placed on Bear Tracks for students to access.

MEDICATION ADMINISTRATION SAFETY SCREEN – (PASS/FAIL)

The medication administrative safety screen exam will be held on **September 5th, 2012**. Please see timetable for time and 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 of application of dosage calculations, medication preparation and administration protocols from the Predham & Buchholz Med Math text. Students may use a basic calculator in the exam. The pass mark is for the exam is **90%**.

Students will have two opportunities to pass the Medication Administration Safety Screening (MASS) exam at the beginning of the clinical course. Failure to pass the MASS exam at the beginning of the 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, within a minimum of one (1) day and maximum of one (1) week.

THEORY EXAM – (20%)

The theory exam will be held on **October 5, 2012**. See timetable for time and room number. The purpose of the exam is to assist the student with preparation for the Canadian Registered Nurse Examinations. The examination is comprised of 100 multiple-choice questions.

COMPREHENSIVE HEALTH HISTORY & FOCUSED PHYSICAL ASSESSMENT ASSIGNMENT – (20%)

Part A: Observation of Focused Physical Assessment (10%)

Part B: Written Component (10%)

Part A and Part B are both due on **October 9, 2012** by 1200 hours or at the discretion of the Tutor. The due date will be dependent on completion of the Focused Physical Assessment.

The goal of this assignment is to provide students the opportunity to apply existing knowledge and expand their skills when conducting a health history and physical examination on a client. Prioritizing nursing diagnoses through application of a nursing model is aimed at further development of critical thinking skills.

1. Each student will be asked to select a client in the clinical setting. Students will complete a comprehensive health history and a focused physical assessment based on the client's condition.
2. To ensure successful completion of this assignment, it is recommended that the client is chosen within the first two (2) weeks of the clinical experience.
3. Student must consult with tutor prior to initiation of assignment.
4. Students must be observed by tutor during the physical assessment portion of the assignment. Students are to collaborate with the client and tutor on a mutual date and time during clinical hours.
5. During the physical assessment, students must complete an examination of three (3) appropriate systems related to the client's condition. Students will be marked according to procedure criteria (this includes introducing yourself and explanation of what you will be doing).
6. Student will complete a comprehensive health history on the client.
7. Students will apply an appropriate model of choice to the nursing process to complete this assignment.

8. Students will identify:
 - a. Three (3) priority nursing diagnoses for the client and provide rationale for those choices;
 - b. An appropriate client goal for each nursing diagnosis;
 - c. At least three (3) interventions for each nursing diagnoses, which are evidence based; and
 - d. Criteria for evaluating each goal.
9. Documentation of this information will complete the assignment.
10. Students are expected to demonstrate professional behavior during this assignment.
11. The required reference for this assignment is the current physical assessment textbook.
12. APA format is required. Data should be addressed in a comprehensive, yet succinct manner. Students are expected to write a scholarly paper and integrate appropriate research based and non-research based literature. The assignment will be marked according to the comprehensive adult health history and focused physical assessment guide (Appendix C).
13. It is anticipated that students will spend approximately twelve (12) hours in activities related to this assignment outside the clinical setting.
14. Paper copies of reference articles for this assignment are to be submitted with the assignment. Each article needs to be personalized and areas highlighted with additional comments. Paper copies of reference articles will be returned to the student during their final evaluation.

EVALUATION OF NURSING PRACTICE (ENP) - (60%)

Nursing practice must be evaluated according to the criteria outlined in the Evaluation of Nursing Practice (ENP) (Appendix B).

To encourage the development of self reflective practice, it is recommended that client preparation, reflective practice, nursing care and learning plans be evaluated through discussion during the clinical day and post conference.

Evaluation of student's clinical performance.

- A written formative and summative evaluation of Nursing Practice will be completed by the student and the tutor. 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 concept mapping, as well as through the application of the nursing process; including all components - assessment, nursing diagnosis, goals, interventions, and evaluation.
- 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 clients' plan of care (including priority needs, nursing diagnoses, goals, interventions, medications, client teaching plan, and evaluation criteria) with the tutor during clinical time.

Students **MUST** 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. 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

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 Evaluation

Midterm Evaluations will occur during the **week of September 24, 2012**. 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 come 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.
- c. Their Learning Goals and come prepared to discuss them in relation to their first three (3) weeks of clinical practice.

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

Final Evaluation

Final evaluations are scheduled for **October 19, 2012** 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) and learning goals.

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. The progress related to Learning Goals should also be incorporated. 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 491. Student feedback is important to ensure continued provision of high quality education in the baccalaureate program. The survey can be accessed by following this link: <http://www.surveyfeedback.ca/surveys/wsb.dll/s/1g93a> The evaluation can also be accessed through Moodle.

REQUIRED RESOURCES

All required texts/labs/seminars from previous nursing courses.

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

OTHER RESOURCES

Review Canadian Nurses Association (CNA), Code of Ethics for Registered Nurses (2008) and guides nursing practice and must be reflected in all components of Nursing 491, and evidenced in the Evaluation of Nursing Practice (ENP). Refer to Keyano College Student Handbook Nursing Program Policies for printed version or go to http://www2.cna-aiic.ca/CNA/documents/pdf/publications/Code_of_Ethics_2008_e.pdf

College and Association of Registered Nurses of Alberta (CARNA), and The Entry to Practice Competencies for the Registered Nurses Profession (2006), ~~http~~. Refer to Keyano College Student Handbook Nursing Program Policies for printed version or go to <http://www.nurses.ab.ca/pdf/Entry-to-Practice%20competencies.pdf>

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APPENDIX A NURSING STUDENT ROLE AND RESPONSIBILITY

Working in health care gives nursing students special responsibilities. Students apply their knowledge and skills in the care of clients under the guidance of a tutor. Student's behaviour should reflect the values of NLHC at all times. Policies and guidelines for clinical placement are designed to facilitate student identity, patient safety and comfort, and infection control.

The student will:

- Demonstrate an understanding of the objectives and learning outcomes of the Nursing 491 course.
- Demonstrate self-motivation and independence in their approach to enhance their own learning.
- Look for opportunities to learn and recognize the wealth of information available in the clinical area.
- Be prepared for each clinical shift and portray a professional manner.
- Comply with the Student Handbook policy with regard to dress code and required equipment.
- Be punctual when reporting to their designated clinical area.
- Respect the safety and well being of clients in the clinical learning experience.
- Adhere to general rules, policies, and regulations of NLHC.
- Ensure that nurses and physicians have "right of access" to client's charts at all times.
- Obtain a report from a staff nurse prior to giving care and collaborate with staff members who retain responsibility for the clients.
- Immediately inform staff nurse and tutor of significant changes in a client's condition.
- Introduce themselves appropriately to clients and ask permission to participate in their care.
- Use clear, accurate and effective communication skills in professional interactions.
- Recognize her/his knowledge, skills and abilities, limits of responsibilities, legislative authority and supervision requirements.
- Recognize that's she/he is accountable for the quality of care she/he provides within the established objectives.

- Recognize her/his responsibility to notify the tutor if they are not achieving objectives due to the clinical setting.
- Communicate situations of conflict in which a student perceives that his or her individual cultural values, ethics, or religious beliefs are in direct conflict with specific aspects of the clinical or observation experience.
- Check with the staff nurse before administering any medications to clients.
- Ensure all documentation is complete before leaving the clinical area.
- Document nursing assessments or observations, the care provided by the student for the client, and the client's response to that care.
- Give a report to the staff nurse on the condition and care of the assigned client(s) before leaving the clinical area.
- Implement measures to promote a safe environment for each client.
- Incorporate health promotion and all levels of prevention in their nursing practice with clients/families.
- Delineate, establish, and maintain professional boundaries with each client.
- Provide privacy during assessment and any interventions with the client/family.
- Provide care to assigned client(s) without discrimination and treat each client with courtesy, respect, and with full recognition of dignity and individuality.
- Know the infection control, safety, fire, and emergency procedures of the NLHC.
- Be friendly, courteous & polite.
- Immediately report any incidents/accidents during the clinical experience.

Students are *NOT* permitted to:

- Perform delegated medical acts.
- Act as a witness under any circumstances or for any purpose.
- Provide second signature/check for controlled drugs, blood products, and medications listed as requiring independent double-checking and double signing.
- Perform any skill or procedure that the student has not attained competency without the tutor or staff nurse.
- Take verbal or telephone orders.
- Count narcotics or carry narcotic keys.

- Initiate blood or blood products.
- Remove a chest tube or discontinue chest drainage.
- Initiate or discontinue central lines or epidural infusions.
- Testing blood sugar using a glucometer.
- Transport patients/residents alone when the presence of an RN is required.
- Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a client.
- Falsify any client record or any other document prepared or utilized in the NLHC.
- Eat, drink, and chew gum in client care areas.
- Use of cellular telephones in the clinical setting can be disruptive to the learning environment and will not be used during clinical.

**APPENDIX B
NURSING 491
EVALUATION OF NURSING PRACTICE (2012-2013)**

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

“Levels of Independence” are found in Nursing 491 Course Outline, p.3

Failure in any one of the following six sections will constitute a failure in the course. A student must receive 62.5% (15/24) on the ENP in order to pass the course. 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 minimal guidance the ability to practice in accordance with Year 4 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011*.

RC	1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY (4 marks)
1.4	Presents a professional image
1.4	Independently demonstrates accountability for making decisions and the outcomes of those decisions
2.4	Uses effective time management strategies in coordinating care, organizing workload, and setting priorities.
3.4	Independently demonstrates the ability to practice safely and within the limits of own competence and knowledge
1.4	Independently demonstrates initiative and responsibility to accurately assess and meet own learning needs and implements learning goals to maximize and or improve nursing care
3.4 4.4	Independently understands and ensures personal, client and colleague safety by practicing within the policies and procedures of the agency/organization

RELATED COURSE OBJECTIVES :

Demonstrate, independently or with minimal guidance, the ability to provide evidence-based, competent nursing care to clients who are acutely ill and/or are in ambiguous complex situations, in a variety of settings (primarily hospitals and home care).

Demonstrate the ability to integrate knowledge into clinical practice.

Demonstrate knowledge of the relevance of primary health care to all areas of practice.

RC	2. KNOWLEDGE - BASED PRACTICE (4 marks)
10.4	Independently applies a critical thinking approach to nursing
5.4	With minimal guidance, identifies, develops and engages in strategies for social and political action.

10.4 18.4	Independently uses credible and evidence informed theory and resources to provide competent care
	With minimal guidance, uses anticipatory planning in the delivery of competent client care.
19.4 23.4 21.4	Independently identifies appropriate nursing diagnoses from relevant assessment data, sets goals, develops plans for care, and evaluates outcomes in complex and rapidly changing client situations.
21.4	With minimal guidance, manages multiple nursing interventions in complex, rapidly changing unstable patient conditions
20.4	Independently recognizes and seeks help in rapidly changing unstable client conditions
15.4	Independently uses principles of primary health care to anticipate client health problems to manage complex problems and promote continuity of care.
15.4 27.4	With minimal guidance, collaborates with other members of the interdisciplinary health care team in the delivery of care to the client.
18.4	With minimal guidance, 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
7.4 8.4	Applies a knowledge base from nursing and other disciplines concerning current health care issues (e.g. acute care, trauma, pediatrics, chronic care, palliative care)
24.4	Uses appropriate lines of communication to report significant issues or concerns related to delivery of nursing care and patient / client outcomes.
24.4	Produces clear, timely, relevant, and thorough charting / documentation
27.4	Establishes and maintains effective working relationships and open communication with colleagues

RELATED COURSE OBJECTIVE:

Demonstrate, independently or with minimal guidance, the ability to practice in accordance with Year 4 competencies, as described in the document entitled: *Graduate Competencies and Year End Outcomes Condensed Version 2010-2011*.

RC	3. ETHICAL PRACTICE (4 marks)
25.4 26.4	Independently provides nursing care that respects professional boundaries, and individual rights such as informed consent, confidentiality, client autonomy, and advocacy

25.4 26.4	Demonstrates respect for cultural, spiritual, and individual values, beliefs, and opinions of peers, colleagues, and clients.
25.4	Independently identifies potential effect(s) of own values, beliefs, and experiences on relationships with clients, and uses this self awareness to support provision of competent care
25.1	Establishes therapeutic and caring relationships with clients

RELATED COURSE OBJECTIVE:

Demonstrate, independently or with minimal 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 marks)
27.4	Independently applies principles of therapeutic and professional relationships in establishing rapport with clients / staff and terminating these relationships
28.4 29.4	Independently or with minimal guidance, demonstrates leadership, management, and administration skills

RELATED COURSE OBJECTIVE:

Demonstrate, independently or with minimal guidance the ability to practice in accordance with Year 4 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011*

RC	5. SELF-REGULATION (4 marks)
31.4	Independently demonstrates 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 marks)
33.4.1	Independently directs own learning
33.4.2	Independently uses critical thinking skills to facilitate learning of the group
33.4.3	Independently effectively uses group process to facilitate learning of the group

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

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 it 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*.

FINAL COMMENTS

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

Final recommendations for clinical performance development:

Final Mark: /24

Student Name: _____ Signature: _____ Date: _____
Tutor's Name: _____ Signature : _____ Date: _____

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

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 C
KEYANO MARKING GUIDE: COMPREHENSIVE ADULT HEALTH HISTORY AND
FOCUSED PHYSICAL ASSESSMENT

A+, A	Excellent	Exemplary writing ability demonstrated. All required components outlined in the syllabus were complete. Consistently accurate interpretation of information. Clear, concise, detailed overview of nursing modes. A relationship was strongly established between the Health History and the Physical Assessment findings. Priority of Nursing diagnoses was appropriately justified. Grammatical presentation and APA formats were met.
A-	Excellent	Excellent writing ability demonstrated. All required components outlined in the syllabus were complete. Consistently accurate interpretation of information. Clear, concise, detailed overview of nursing model. A relationship was established between the Health History and the Physical Assessment findings. Priority of Nursing diagnoses was appropriately justified. Grammatical presentation and APA format required minimal to no revision.
B+, B, B-	Good	Sound writing ability demonstrated. Majority of required components outlined in the syllabus were complete. Interpretation of information was accurate. Some detail missing but clear overview of the nursing model. Provided evidence of a relationship between the Health History and the Physical Assessment findings. Priority of Nursing diagnoses was justified. Grammatical presentation and APA format required some revision.
C+/C	Satisfactory	Acceptably written with specific areas regarding structure and organization requiring improvement. Some components of the paper outlined in the syllabus were incomplete. Interpretation of information was generally accurate. Overview of the nursing model was ambiguous and/or required more detail. Evidence of successful attempts to establish a relationship between the Health History and the Physical Assessment findings. Priority of Nursing diagnoses was generally accurate. Grammatical and spelling errors were present. APA format required revision.
C-	Satisfactory	General content was present; however there was a lack of structure and organization within the paper. Required components, outlined in the syllabus were missing. Interpretation of information was at times inaccurate. Overview of the Nursing model was ambiguous and superficial. Evidence of some attempts to establish a relationship between the Health Assessment and Physical assessment findings. Priority of Nursing diagnoses requires some review. Grammatical and spelling errors were present throughout the paper. APA format required revisions.
D+	Poor	Content was present but superficial. There was a lack of structure and organization within the paper. Required components, outlined in the syllabus were missing. Interpretation of information was at times inaccurate. Overview of the Nursing model was ambiguous and superficial. Attempted to establish a relationship between the Health Assessment and Physical assessment findings. Priority of Nursing diagnoses required review. Major revisions called for with respect to flow of ideas and grammatical errors. Limited application of APA format.
D	Minimal Pass	Some content was missing and presented as superficial. Paper lacked in structure and organization. Required components, outlined in the syllabus were missing and superficial. Inaccurate interpretation of information. Overview of the Nursing model was ambiguous and superficial. Paper did not portray a flow of ideas. Grammar and format required major revisions.
F	Failure	Content and organization were inadequate. Assignment directions were not carried out. Information was misinterpreted. No overview of the Nursing model was provided. Priority of Nursing diagnoses was incorrect. Grammar and format of paper were poorly done. or Paper was plagiarized or paper was not handed in.



N491 - Nursing Practice VII

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

Valetta Lawrence, Instructor

Doris Roth, Instructor

Nadine Rimmer, Instructor

Tracy Parker, Instructor

Bev Maron, Chair

Date Authorized

Guy Harmer, Dean

Date Authorized

Signed copies to be delivered to:

Instructor

Registrar's Office

