



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

**COURSE SYLLABUS**

**NURSING 495  
NURSING PRACTICE VIII**

**February 4<sup>th</sup>, 2013 TO APRIL 19<sup>th</sup>, 2013**

**Tutors:**

Bev Maron RN MScN  
Donna MacDougall RN MN

Revised Fall 2012

**NURSING 495****NURSING PRACTICE VIII****Course Outline****CALENDAR STATEMENT** \*9 (0-1s-34c in 10 weeks)

Comprehensive and consolidated approach to professional practice of nursing. Pre-requisite: Nursing 494.

**COURSE HOURS** Lecture: 0 Seminar: 10 Clinical: 340 Lab: 0

**TUTOR INFORMATION**

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**COURSE DESCRIPTION**

Management and care of clients in an area of special interest to the students is the focus of this clinical course. This experience, continuous over a block of time, could occur in a particular setting where clients with stable, predictable, or unstable, unpredictable disruptions of health are found. Students are expected to practice with increasing independence under the supervision of a registered nurse.

\*Portions of this syllabus have been adapted with permission from the University of Alberta Faculty of Nursing and Grande Prairie Regional College Nursing 495 syllabi.\*

## 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:** The preceptor tells student what to do, about steps to take.

**Information:** The preceptor tells student specifics about a concept, topic.

**Clarification:** The preceptor, 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:** The preceptor provides student with a cue that an 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:** The preceptor provides positive feedback for correct information and direction provided by the student.

**Consultation:** The student provides preceptor with information and/or direction and asks specific questions about the information redirection which the tutor confirms.

**Occasional:** Indicates that input is provided by preceptor now and then.

In addition to maintaining competency with previous course objectives upon completion of Nurse 495, the nursing student will be able to:

**Overarching statements:**

Students are responsible to familiarize themselves with *Graduate Competencies and Year-End Outcomes* (with cross references to courses) 2010-2011. Attention must be given to the competencies that are identified as being relevant to Nursing 495.

Students must regularly refer to the document entitled *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011*. Attention must be given to the competencies that are identified as the basis for the evaluation of students' clinical practice.

**NOTE: The above documents are found in the Appendices section of the Student Handbook Nursing Program Policies, which was given to each student at the beginning of the academic year.**

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

- *CARNA Nursing Practice Standards* (2003) and all other CARNA standards; and
  - *The CNA Code of Ethics for Registered Nurses* (2008).
1. Demonstrate, independently, the processes of self-directed learning and critical thinking in all learning activities.
  2. Demonstrate, independently, the ability to practice in accordance with Year 4 competencies, as directed in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011*.
  3. Demonstrate, independently, the ability to provide competent nursing care to clients in a clinical environment.
  4. Demonstrate, independently, the ability to manage health promotion and prevention activities using advanced therapeutic/interpersonal communication skills, health counseling skills, and teaching and learning principles.
  5. Demonstrate independently, the ability to engage in evidence-based practice.
  6. Demonstrate knowledge of primary health care and of its relevance to all areas of practice.
  7. Demonstrate the ability to integrate knowledge into clinical practice.

## REQUIRED RESOURCES

Academic Integrity (available @) [www.uofaweb.ualberta.ca/TIE.index.cfm](http://www.uofaweb.ualberta.ca/TIE.index.cfm)

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C: Author.

Butler, K.M. (2005). Leadership strategies to enhance the transition from nursing student role to professional nurse. *Nursing Leadership Forum* 9 (3), 110-117.

Canadian Nurses Association (2008). *Code of ethics for registered nurses*. Ottawa: Author  
[www.cna-nurses.ca/ethics](http://www.cna-nurses.ca/ethics)

College and Association of Registered Nurses of Alberta (2005). *Ethical decision making for registered nurses in Alberta*. Edmonton: Author

College and Association of Registered Nurses of Alberta (2003). *Nursing practice standards*. Edmonton: Author [www.nurses.ab.ca/publications/papers/html](http://www.nurses.ab.ca/publications/papers/html)

College and Association of Registered Nurses of Alberta (2006). *Entry to practice competencies*. Edmonton: Author  
[www.nurses.ab.ca/publications/papers/html](http://www.nurses.ab.ca/publications/papers/html)

College and Association of Registered Nurses of Alberta (2005). *Standards for supervision of nursing students and undergraduate nursing employees providing client care*.

College and Association of Registered Nurses of Alberta (2005). *Professional boundaries for registered nurses: Guidelines for the Nurse-Client Relationship*. Edmonton: Author  
[www.nurses.ab.ca/publications/AARN/documents](http://www.nurses.ab.ca/publications/AARN/documents)

**In addition, use textbooks and resources acquired since the beginning of your program.**

## REQUIRED LEARNING EXPERIENCES

In order to pass Nursing 495, students must demonstrate safe ethical nursing practice, professional behaviour, and complete the following experiences and assignments:

1. During this course, students will have a continuous experience in an area of nursing practice.
2. Participate in nursing practice under the direct supervision of a registered nurse with experience in assigned clinical setting.
3. Participate in learning situations which facilitate gradual acquisition of the new graduate role.
4. Develop a learning plan that will facilitate learning in assigned clinical setting..

### Clinical Experience

Clinical practice will begin during the week of February 4<sup>th</sup> dependent on preceptor schedule, continuing until 340 hours and 10 weeks have been completed. Students are to work the same clinical hours as their preceptor. This may include days, evenings, nights, and weekend shifts. **This course runs over 10 weeks and students must complete shifts in week 10. Therefore, the 340 hours will be spread out over 10 weeks.** If there are changes to be made to the clinical rotation due to other commitments, these changes must be negotiated at the beginning of the rotation with the preceptor. Preceptors, tutor, and the nursing area are to be notified in advance if the student is unable to attend clinical practice as planned. The tutor is to be notified immediately of changes that occur in this schedule due to illness or any other reason. Failure to promptly share changes in the clinical schedule may result in an unsatisfactory rating under professional responsibility. Alternate clinical practice must be arranged as needed in order to complete the required number of clinical hours.

If the student's preceptor is ill during a day the student is to attend, it must be decided between the staff of the unit and the student if that student can buddy with another team member. Tutor should be contacted. The student must be supervised at all times during the preceptorship.

## OVERVIEW OF EVALUATION STRATEGIES

1.	Nursing Practice (ENP which includes the midterm and final evaluation, learning plan, and student self reflection)	Pass/Fail
2.	Personal Nursing Model	40%
3.	Clinical Project	30%
4.	CRNE Prep Exam	30%
	Total	100%

**All evaluation components must be completed and submitted.**

The final course grade is based on a combination of absolute academic achievement (an individual student's term summary mark) and relative performance ( a comparison of a student's term summary mark to all students' term summary marks achieved in the class). Due attention is paid to descriptions of grade points according to the 2012/2013 University of Alberta Calendar.

Excellent:	A+, A, A-
Good:	B+, B, B-
Satisfactory:	C+, C, C-
Poor:	D+
<u>Minimal Pass:</u>	<u>D</u>
Fail:	F

Assignments are marked using letter grades. At the end of the course all scores are converted to numbers according to the percentage weight of the assignments. These numbers are totaled for a term summary mark.

**Please Note: Marks are not final until they are placed on Bear Tracks by the University of Alberta.**

## 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/CodeofStudentBehaviour.aspx> 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 2003).

For further information on plagiarism and cheating, visit the Academic Integrity, University of Alberta page at [www.uofaweb.ualberta.ca/TIE/index.cfm](http://www.uofaweb.ualberta.ca/TIE/index.cfm)

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.

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Please note that the use of any electronic device in examination situations, including cellular phones, CD players, Palm Pilots, and hand-held computers, is strictly prohibited. The use of calculators is only allowed when specifically required 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.



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. See also the University of Alberta Discrimination and Harassment Policy § 44 *GFC Policy Manual*, accessed at:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>

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

### **CLINICAL PRACTICE:**

"Clinical practice may include shift and weekend rotations", as outlined in Section 134, Programs of Study of the University of Alberta Calendar 2010-2011.

### **PROFESSIONAL ETHICS /CODE OF STUDENT BEHAVIOUR**

All students enrolled in the Nursing Program at Keyano College and the University of Alberta are bound by, and shall comply with the Code of Ethics governing the profession and practice of Nursing.

Students are also expected to be familiar with the Nursing Program at Keyano College Handbook with regards to dress code and Student Nurse Psychomotor Skills Policy.

### **OFFICE HOURS**

Given that all students are working varying schedules, instructors can be contacted during office hours at the numbers provided at the beginning of this syllabus. If it is an emergency situation, the instructor can be contacted at anytime by either the student or the preceptor.

### **Please Note:**

Please refer to Keyano College Student Handbook for working definitions, Code of Ethics, map of theoretical labs, clinical labs and clinical seminars, and graduate competencies and year end outcomes.

## OVERVIEW OF EVALUATION STRATEGIES



## EVALUATION STRATEGIES

### 1. Nursing Practice (Pass/Fail)

Nursing practice will be evaluated using the Evaluation of Nursing Practice (ENP) tool. Students are to arrange in collaboration with their preceptor an orientation to the practice setting and, as needed to the Agency/Facility.

A formative and summative evaluation will be completed by the student and preceptor, with input from the clinical tutor.

A written formative evaluation will be completed after 170 hours of practice by the preceptor and student, with input from the clinical tutor. A written summative evaluation will be completed by the student, preceptor and tutor at the end of the 340 hours.

Students are expected to practice with increasing independence under the supervision of a Registered Nurse or appropriate preceptor. Observations will be made by the preceptor and/or clinical tutor and may be supplemented with input from peers, staff of the practice setting, and the client.

**Sources of information which can be used to help determine the marking of the ENP include:**

- Completion of course objectives
- Feedback from nursing staff
- Feedback from other students
- Observations made by the preceptor
- Feedback from clients
- Student self-evaluation
- Tutor feedback.
- Learning Plan

As part of the ENP students will be expected to complete an extensive self-evaluation for the midterm and final evaluation. This self-evaluation is to be no more than 10 pages long and must be reflective in nature, not a skills log. **The students will submit to the tutor the self-evaluation 48 hours prior to the midterm and final evaluation.** Students who do not complete the self-evaluation appropriately will be asked to redo this component. This could result in the student not completing the course in a timely manner.

It is suggested that anecdotes be kept by the student, preceptor, and tutor throughout the rotation so that these may be used to complete the evaluation form reflective of the clinical experience.

The student at the midterm and final evaluation time of this experience will complete a comprehensive written self-reflective evaluation. This evaluation will include examples to support statements, and evidence as to how learning goals have been achieved. Ensure the reflection includes the behaviours you exhibited to demonstrate your professionalism as a nursing student and a representative of Keyano College and the University of Alberta Faculty of Nursing. Evidence identified in your self-reflection is to be supported with literature and appropriately referenced.

Statements will also reflect on any feedback that has been received from both the preceptor and tutor. This comprehensive evaluation is to be brought to the evaluation meeting between the tutor, preceptor, and the student. For those students who are doing the preceptorship experience out of town, it may not be possible for the tutor to be physically present for the midterm and final evaluation. Therefore, in consultation with the preceptor and student, a convenient time will be set for these evaluations to occur via phone.

In both the midterm and final self-reflection information related to how you are proceeding or have met your learning plan objectives will be included. Examples will be included.

See Appendix A regarding Expectations of Students, Preceptors, and Clinical Tutor.

See Appendix B regarding the Evaluation of Nursing Practice (ENP) tool that will be used for both the midterm and final evaluation by the student. A separate copy of the ENP has been prepared for the student's preceptor.

All students will maintain weekly contact with the tutor either via phone or email. The tutor will visit the unit the student is on. With the exception of the midterm and final evaluation, these visits will not be scheduled. Please ensure that this contact occurs within a reasonable time during the day unless an emergency exists.

**During the week of February 4<sup>th</sup> to the 10<sup>th</sup> Donna will be looking after Bev's group. Bev will be available beginning February 11<sup>th</sup>. During the timeframe of February 22<sup>nd</sup> up to and including March 3<sup>rd</sup>, Bev will be covering Donna's group.**

**Please Note:**

Unprofessional, incompetent or unsafe practice on the part of the student will result in the student in consultation with the Chair of Nursing and Allied Health Studies at Keyano College and the Dean at the University of Alberta, being withdrawn from the clinical placement setting. (refer to University of Alberta Calendar, 2012-2013, Section 133.2 (3).

The preceptor will report to the tutor concerns re:

- unsafe behavior.
- demonstrated potential for causing harm.
- lack of progress in clinical competence.
- lack of improvement in practice in response to feedback from preceptor and/or tutor.
- ineffective self evaluation to improve clinical behaviors.

**Learning Plan:**

Students will develop a learning plan to guide their nursing practice in Nursing 495. The learning plan is an agreement between the student, preceptor and clinical tutor. The learning plan must specify what the student intends to learn, how this can be reasonably accomplished, the time frame for meeting the objectives, and the methods by which achievement of the objectives will be measured. This plan must be shared with the preceptor and given to the clinical tutor by February 11<sup>th</sup>, 2013. The learning plan can be delivered in person, faxed, or emailed to the clinical tutor.

**Learning Plan Guidelines:**

- Base your plan on the Nursing 495 course objectives.
- Individualize the plan to areas for improvement within the framework of the course.
- Include time frames that are realistic.
- Include strategies by which objectives will be met.
- Indicate methods of evaluation (e.g., feedback solicited from preceptor or tutor).
- Approximately two pages in length not including strategies by which objectives will be met.

Asking the following questions may be useful when developing your objectives:

- What theoretical knowledge do I need to function safely in my clinical setting?
- What skills do I need to demonstrate proficiency?
- What attitudes do I need to understand or demonstrate?
- What personal learning needs might be achieved within the clinical setting?

## **Resources and Strategies**

Suggested resources and strategies that the students may use

- Reviewing the relevant literature about the learning objective.
- Interviewing appropriate individuals with respect to the learning objective.
- Reviewing relevant policies and procedures.
- Reviewing appropriate AV materials from the library.
- Concept mapping.
- Application of new insights, in the practice setting, about the achieved learning.

It is important to note that the learning plan will be initially submitted very early in the clinical experience. However, it must be understood that strategies to meet and evaluate objectives may need to be adjusted during the clinical rotation. When a change in the original learning plan is needed, revisions must be submitted to the preceptor and clinical tutor.

See Appendix C for Sample Learning Format

## **Midterm Evaluation of Nursing Practice**

The midterm evaluation of Nursing Practice will occur after the completion of 170 hours and consist of the following:

- Preceptors formative evaluation of student's clinical performance
- Student's self reflective evaluation of clinical performance
- Discussion between student and clinical tutor related to learning goals and overall performance.

## **Final Evaluation of Nursing Practice**

The final evaluation of Nursing Practice will occur after the completion of 340 hours and consist of the following:

- Preceptors summative evaluation of student's clinical performance
- Student's self reflective evaluation of clinical performance
- Discussion between student and clinical tutor related to learning goals and overall performance.

**Please Note:**

**Based on all of the above, the clinical tutor in discussion with the preceptor and the student will decide on a final Pass/Fail on the ENP. IN ORDER TO SUCCESSFULLY PASS THIS COURSE ALL AREAS OF THE ENP MUST RECEIVE A MARK GREATER THAN MARGINAL.**

It is important to also note:

- All due dates will be strictly adhered to. Only very extenuating circumstances will be considered as appropriate for assignments not handed in on time. The tutor must be notified in a timely manner if assignments will not adhere to the expected due date. Failure to comply with the due date of assignments could result in an unsatisfactory mark in the professionalism category of the ENP. An unsatisfactory mark in this category will result in a failure in Nursing 495.
- Category 5 on the ENP "Self-Regulation" must be addressed in your self-reflection. This is a difficult area for your preceptor to evaluate. This means that you will read the CARNA practice standards and address how you have developed an understanding, and used them in development of your own nursing practice and transition to the graduate role.

2. **Personal Nursing Model** (40% ) Due March 11<sup>th</sup>, 2013,

The purpose of this assignment is to enable the student to begin to develop a personal model of nursing. The development of a personal model of nursing will be accomplished through the use of reflection, analysis, and synthesis.

The student will reflect on the past three years of their education, and formulate what they believe is their definition of person, health, nursing, and environment. Please explain how your beliefs link to the philosophy of Primary Health Care, and the importance of health determinants. This paper will be handed in using hard copy. No emails will be accepted.

The assignment will include the following information:

- a. Identify your own current personal philosophy of nursing.
- b. Reflect back on your first year of nursing. How would you have defined nursing, health, environment, and person?
- c. What are your current definitions of the above concepts?
- d. What are the factors (internal, external) that have influenced your beliefs related to your personal model of nursing?
- e. Reflect on the models/theories that you have studied during the past 4 years. What models do you believe are congruent with your personal model of nursing, and why?
- f. Utilizing your current definitions of nursing, health, person, and environment, reflect on your practice, and give an example to illustrate how you used your personal model of nursing (or components of the model) in your practice. Provide an example from the community and acute care perspective. Remember to maintain confidentiality of the situation.
- g. Analyze your model of nursing and indicate how it relates back to your personal philosophy of nursing.
- h. A diagrammatic representation demonstrating the interrelatedness of your ideas is to be included. This diagram can be hand drawn and included as an Appendix. An explanation of the diagram is to be included in your paper.
- i. APA will be used throughout this paper. See Appendix D for marking guide.



3. **Clinical Project:** (30%). Due 10 days prior to final evaluation.

As a concrete outcome of a major learning goal from the learning plan, each student will complete a project designed to contribute to the practice environment. Consultation with the tutor and preceptor is required.

The project will be a:

- a) Teaching aid for clients, staff, family, or visitors.

**Note:**

The teaching aids must be presented with discussion to the tutor and preceptor.

A written component of your project will be given to your tutor and include using APA format and include relevant aspects such as references, appendices, etc. This includes the teaching aid itself. The written component will include why you chose the topic and how you believe it will enhance the health of the individuals that will use the information. This should be no longer than 2 pages excluding references.

Please review Alberta Health Services website with respect to preparation of teaching aids such as pamphlets. Your teaching aid must adhere to these guidelines.

Please see Appendix E for marking guide for teaching aids.

4. **CRNE Prep Course/Exam (30%) April 16<sup>th</sup>, 17<sup>th</sup>, & 18<sup>th</sup>, 2013**

This three day course is a compulsory course for all Nursing 495 students. This course will provide the students with the opportunity to review nursing content, write a practice exam with discussion to follow, and write a final exam that will count towards 30% of the final course mark. Included in this discussion will be tips related how to be successful in writing the CRNE exams.

**Appendix A**  
**Expectations of Student, Preceptor, and Clinical Tutor**

**The student will:**

1. adhere to the CARNA Standards of Practice.
2. adhere to the University of Alberta Code of Behavior.
3. adhere to the dress code identified in the Keyano College Student Handbook, and policies of agency in which they are practicing.
4. develop achievable clinical objectives and share them with the preceptor and clinical tutor.
5. negotiate with the preceptor and tutor to meet clinical objectives.
6. be self-directed in acquiring and understanding knowledge needed to practice competently in the clinical setting.
7. ask for guidance as needed.
8. maintain contact with the clinical tutor.
9. complete a self reflective evaluation of clinical performance at mid-term (once 170 hours have been completed) and at the end of Nursing 495 ( at the completion of 340 hours).
10. complete and submit all course requirements.

**The preceptor will:**

1. contribute to the student's orientation in the clinical setting.
2. assist the student in developing achievable clinical objectives.
3. facilitate suitable learning experiences.
4. act as a role model for clinical practice.
5. provide ongoing feedback and guidance to the student.
6. consult with the clinical tutor regarding any concerns about the student's clinical abilities and performance.
7. provide a written evaluation of the student's clinical performance at midterm (once 170 hours have been completed) and at the end of Nursing 495 (at the completion of 340 hours).

**The tutor will:**

1. assist with initial arrangements for clinical placements of students.
2. contribute to the student's orientation to the clinical agency (setting).
3. facilitate tutorial and laboratory content when needed.
4. maintain contact with students and preceptors.
5. consult with preceptors regarding concerns about the student's clinical performance and provide guidance, where appropriate, for handling concerns.
6. consult with students and preceptors regarding student's clinical evaluations.
7. mark student assignments.
8. review clinical evaluations and assign final grade.

## Appendix B

### Nursing 495 – MIDTERM Evaluation of Nursing Practice (ENP)

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*E: Excellence   VG: Very Good/Above Average   G: Good/Satisfactory  
M: Marginal   F: Failing   NO: Not Observed*

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

**Excellent**

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

**Very Good**

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

**Good**

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

**Marginal**

The student meets the objectives at a "Level of Independence" required on the ENP inconsistently.

**Fail**

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

**Not Observed**

Skill not observed by Preceptor

**RC = Relevant Competency**

**Please refer to the Graduate Competencies and Year End Outcomes Condensed Version 2010-2011.**

**LEVEL OF INDEPENDENCE**

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

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

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

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

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

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

**Definition of terms:**

**Direction:** preceptor tells student what to do, about steps to take

**Information:** preceptor tells student specifics about a concept, topic

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

**Prompting:** preceptor 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:** preceptor provides positive feedback for correct information and direction provided by the student

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

**Occasional:** indicates that input is provided by preceptor now and then

Nursing 495 – **MIDTERM/FINAL** Evaluation of Nursing Practice (ENP)

Student: \_\_\_\_\_

Date: \_\_\_\_\_

<b>1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY</b>								
<b>Related Course Objective:</b>								
Demonstrate, independently, the ability to practice in accordance with Year 4 competencies, as described in the document entitled: <i>Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011</i> .								
RC		<i>E</i>	<i>VG</i>	<i>G</i>	<i>M</i>	<i>F</i>	<i>NO</i>	COMMENTS
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.							

<b>2. KNOWLEDGE - BASED PRACTICE</b>								
<b>Related Course Objectives:</b>								
Demonstrate, independently, the ability to provide competent nursing care to clients in a clinical environment.								
Demonstrate, independently, the ability to manage health promotion and prevention activities using advanced skills.								
Demonstrate, independently, the ability to integrate knowledge into clinical practice.								
Demonstrate knowledge of primary health care and of its relevance to all areas of practice.								
RC		<i>E</i>	<i>VG</i>	<i>G</i>	<i>M</i>	<i>F</i>	<i>NO</i>	COMMENTS
10.4	Independently applies a critical thinking approach to nursing							
5.4	Independently 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							
15.4	Independently 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	Independently 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	Independently collaborates with other members of the interdisciplinary health care team in the delivery of care to the client.							
18.4	Independently 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 relevant to area of practice							
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							
5.4	Independently 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							
24.4	Independently uses anticipatory planning in the delivery of competent client care.							

<b>3. ETHICAL PRACTICE</b>								
<b>Related Course Objective:</b> Demonstrate, independently or with minimal guidance, the ability to practice in accordance with Year 4 competencies, as described in the document entitled: <i>Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011</i> .								
RC		<i>E</i>	<i>VG</i>	<i>G</i>	<i>M</i>	<i>F</i>	<i>NO</i>	COMMENTS
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.							
<b>4. SERVICE TO THE PUBLIC</b>								
<b>Related Course Objective:</b> 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		<i>E</i>	<i>VG</i>	<i>G</i>	<i>M</i>	<i>F</i>	<i>NO</i>	COMMENTS
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 demonstrates appropriate leadership, management, and administration skills.							
<b>5. SELF-REGULATION</b>								
<b>Related Course Objective:</b> Demonstrate, independently or with minimal guidance, the ability to practice in accordance with Year 4 competencies, as described in the document entitled: <i>Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011</i> .								
RC		<i>E</i>	<i>VG</i>	<i>G</i>	<i>M</i>	<i>F</i>	<i>NO</i>	COMMENTS
31.4	Independently demonstrates understanding of the CARNA practice standards and competencies in relation to the development of own nursing practice and transition to the graduate role.							

<b>6. CONTEXT-BASED LEARNING</b>								
<b>Related Course Objective:</b>								
Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process in utilizing context-based learning, in all learning activities.								
<b>RC</b>		<i>E</i>	<i>VG</i>	<i>G</i>	<i>M</i>	<i>F</i>	<i>NO</i>	<b>COMMENTS</b>
33.4.1	Independently directs own learning							
33.4.2	Independently uses critical thinking skills to facilitate learning of colleagues, patients, and others.							
33.4.3	Independently effectively uses skills in group process to facilitate collaborative work in the clinical setting.							

**Signatures:**

Preceptor: \_\_\_\_\_

Date:

\_\_\_\_\_

Student: \_\_\_\_\_

Date:

\_\_\_\_\_



## Appendix C

## Sample Learning Plan Format

Course Objectives	Learning Objectives	Strategies and Resources	Evidence of Accomplishment	Criteria for Evaluation
Demonstrate professional behaviours in nursing practice: communication, self-awareness.	To become more assertive and self-confident by end of course.	Nursing literature.  Develop rating scale to measure growth.	Show assertive behaviour patterns.  Daily journal entries relating to attempts at practicing assertiveness.	Rating of behaviour with use of rating scale by tutor at beginning, middle and end of course.
Demonstrate selected nursing interventions competently in the delivery of nursing care.	Increase knowledge of and skill in administration of cardiac drugs at midterm and end of course.	Observe and assist co-assigned in methods of drug administration.  Nursing literature.	Tutor observes while medications administered.  Annotated bibliography showing good sources of drug information.	Rating of procedures for drug administration by tutor and self during course.  Evaluation of annotated bibliography by tutor.

Adapted from:

Knowles, M.S. (1986). *Using learning contracts: Practical approaches to individualized and structuring learning*. San Francisco: Jossey-Boss.

**Appendix D**  
**University of Alberta**  
**Collaborative Baccalaureate Nursing Program**  
**Four-Point Marking System**

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

Adapted with permission from the University of Alberta, Faculty of Nursing  
Revised by Mary Boyer 2007.

## Appendix E

### Marking Guide for Teaching Aid

The following is the marking guide that will be used for the teaching aid:

**1. Content: /45 marks**

Topic breadth is manageable. Main points for client/family staff are clear. Categories within topic indicated. Information is current and accurate. Written information provided to tutor adequate.

**Comments:**

**2. Format: /15 marks**

Sequencing of information appropriate. Organization of categories logical. User friendly approach.

**Comments:**

**3. Reading Level: /10 marks**

Language appropriate to target audience.

**Comments:**

**4. Illustrations: /15 marks**

Enhance learning. Appropriate to text. Attract and maintain interest. Clarity.

**Comments:**

**5. Layout and Design: /15 marks**

Consider: Font, Size, Color, Spacing, and Paper

**Comments:**

**Summary Comments:**

**Final Mark: /100**