



**PRACTICAL NURSE COLLABORATIVE CURRICULUM**

**KEYANO COLLEGE**

**COURSE OUTLINE**

**PN 201 A  
NURSING FOUNDATIONS II:  
ACUTE CARE I MEDICAL**

**FALL 2013**

**October 9, 2013–December 20, 2013**

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# NURSING FOUNDATIONS II:

## ACUTE CARE I MEDICAL Course Outline

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**NURSING FOUNDATIONS II:  
ACUTE CARE I MEDICAL  
COURSE OUTLINE**

**CALENDAR STATEMENT**

**NURSING FOUNDATIONS I I: ACUTE CARE I MEDICAL \*** Semester III

The purpose of this course is to give students the opportunity to integrate previously learned knowledge, theory, and skills in applying the nursing metaparadigm and nursing process to the care of clients in a practice setting. The student will also learn about working in a health-care agency in the role of a professional practical nurse.

**Pre-requisites:** All first year courses

**Pre- or Co-requisite:** PN 200 Nursing Foundations III

**COURSE HOURS**

**TOTAL HOURS: 155**

**CREDITS: 4**

**COURSE DESCRIPTION**

This practice course provides the learner with clinical experience as a member of the health-care team in providing safe, holistic, and evidence-informed nursing care to clients and families in an acute-care environment following the standards of practice for a practical nurse. This course includes four weeks of instructor-supervised clinical practice on an acute-care medical and/or surgical unit and, in combination with Nursing Practice III, meets the program requirements of 8 weeks of placement in an acute-care setting.

**TUTOR INFORMATION**

Tutor: Catherine Szpak  
Phone (Office) : 780-791-8908  
e-mail: [Catharine.szpak@keyano.ca](mailto:Catharine.szpak@keyano.ca)  
Office Hours: Mondays 1 – 4 PM

Tutor: Kayla Kostiuk  
Phone (office): 780-791-8906  
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Office Hours: Phone for Appt.

## GENERAL LEARNING OUTCOMES

Upon successful completion of this course, the learner will meet the following outcomes:

Upon successful completion of this course, the learner will meet the following outcomes:

1. Integrate the nursing metaparadigm, nursing theory, and related knowledge into nursing practice to provide safe, holistic, compassionate, and competent care for the client.
2. Apply nursing process, effective problem-solving, and critical thinking to make appropriate clinical judgments within a practice setting.
3. Demonstrate the ethical, legal, and professional and moral responsibility and accountability for own actions in a practice setting.
4. Communicate appropriately, effectively, and accurately with the client and the interdisciplinary team.
5. Collaborate with the interdisciplinary team to provide nursing care in a practice setting.
6. Maintain and promote personal and client safety, adhering to best practice guidelines.
7. Apply principles of teaching and learning to the client.
8. Advocate on behalf of the client to promote health and well-being.
9. Integrate reflective practice into professional growth and continuing competence.
10. Apply leadership principles personally and professionally.

## Instructional Methods

This is a supervised clinical practice course. The course activities will include nursing care of assigned clients in the acute-care setting. Other activities may include nursing rounds (conferences), professional development activities, and discussions. These activities provide the opportunity for learners to learn with and from others in the nursing practice setting.

The course emphasizes pre-clinical preparation, participation in nursing care of clients, and post-clinical reflection and review. You are expected to take an active part in clinical discussions and take responsibility for your own learning. The instructor's role is to supervise nursing practice and to facilitate learning.

## **PRACTICAL NURSING PROGRAM POLICIES**

Please refer to Keyano College Practical Nurse Handbook for specific Practical Nursing Program policies and to Keyano College Calendar for general College policies.

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

## **LATE POLICY FOR ASSIGNMENTS**

All assignments are to be passed in at the time and place they are due. Please see timetable. Extensions on assignments may be granted and must be negotiated with the tutor prior to the due date and with a date specified for late submissions. If prior arrangements are not made, a penalty of a letter grade for each working day that an assignment is submitted after the due date will be deducted from the final grade i.e. an assignment graded at B would receive an adjusted grade of B- if handed in one day late; if two days late, the grade is adjusted to C+ etc.

## **SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE**

### **DISABILITY SUPPORT SERVICES: LEARNER ASSISTANCE PROGRAM**

If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counselor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

### **SPECIALIZED SUPPORTS AND DUTY TO ACCOMMODATE**

Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.

## OVERVIEW OF LEARNING EXPERIENCES

### CLINICAL PRACTICE

**In order to pass PN 201 A: Acute Care I Medical, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences. See APPENDIX A for Clinical Standard Practices**

Components of this continuous 4-week experience will include:

1. A scheduled nursing practice experience each week on the Medical Unit clinical setting. Clinical practice will take place beginning on October 2013-December 2013. Clinical rotation will include eight (8) and twelve (12) hour day shifts each week. (Please see timetable). Client research will take place on the day prior to the scheduled shift. Please see timetable for dates and times.
2. Research will prepare the student to provide safe, knowledgeable, ethical care and is essential to successful completion of this course.

Complete research on assigned client(s) including a detailed plan of care consisting of nursing diagnosis, goals, interventions and rationale for intervention. If caring for a client for more than one day, update the research and nursing care plan on each successive day with the client. Plan of Care for clients are to be submitted to the tutor for review following pre-conferences. See **APPENDIX B** for Student Experience Guidelines for Instructor Supervised Practice

If you are not prepared for clinical practice, you will be asked to leave the unit, this includes not having a plan of care completed on your assigned client(s).

3. Perform initial and ongoing assessments on all assigned clients.
4. Document client care on draft for review by the tutor prior to documenting in the client's chart.
5. Complete a Teaching Plan Assignment.
6. Complete Reflective Journaling Assignment to demonstrate written reflection of nursing practice.

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.

**OVERVIEW OF COURSE ASSESSMENT**

Clinical practice courses are graded as **pass** or **fail**.

To receive credit in Nursing Practice II: Acute Care 1 Practice (Medical), the learner must complete all course requirements which include one written care plan assignment, reflective journaling and a passing grade on the final evaluation. A passing grade means that the student was able to satisfactorily meet all expectations in the course. Course credit will not be given if only parts of the course have been completed.

**DISTRIBUTION OF MARKS**

<b>WRITTEN ASSIGNMENTS</b>		
<b>Assignment</b>	Teaching Plan (minimum 60% required to receive PASS grade)	<b>Pass/Fail</b>
<b>Reflective Journalling</b>	Written reflection of nursing practice	<b>Pass/Fail</b>
<b>CLINICAL PRACTICE EVALUATION</b>		
	Integration of nursing knowledge and application of nursing skills. Learner must satisfactorily meet all evaluation expectations.	<b>Pass/Fail</b>
<b>Total</b>		<b>Pass/Fail</b>

**PASSING LEVEL AND GRADING SCALE**

This is a nursing practice course. A learner must be proficient in the integration of nursing theory and application of nursing skills in a practice setting.

Learners must receive a **pass** grade on the written assignment and successfully demonstrate nursing skills in the nursing practice setting to receive a passing grade.

Refer to the Practical Nurse Program Handbook for information regarding grading scale, extensions, and other program standard practices.

## Important Additional Information

All students must have the following prior to attending any nursing practice course:

- Up-to-date immunizations
- Criminal Record Check completed within the last 3 months
- Basic Life Support for Health Care Providers course (BLS) recognized by the Alberta Heart and Stroke Foundation or CPR Level C or Level 3 First Aid
- Some colleges may also require a WHMIS certificate. (See your Student Handbook for details)

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***Note to all learners:** It is the learner's responsibility to retain course outlines for possible future use in support of applications for transfer credit to other educational institutions.*

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## COURSE ASSESSMENT

### 1. Nursing Practice II: Teaching Plan Assignment

**Due Date: By the end of the second week of medical rotation**

In this assignment, the learner will have the opportunity to do the following:

- Demonstrate understanding of the principles of teaching and learning
- Develop a teaching plan appropriate to the assessment of a Medical client
- Apply the concepts of the nursing metaparadigm to assessment and the teaching plan
- Gain experience applying the principles of teaching and learning through the development of the teaching plan
- Reflect on the implications for future practice in a clinical setting
- See **APPENDIX C** for marking guide

## Instructions

Develop a teaching plan based on a client to whom you have been assigned to care for in either your medical or surgical rotation. Consult with your instructor regarding the client you have chosen. This plan could be a discharge care plan or be based on any area in which the client has an identified knowledge deficit with regard to his/her care or medical condition.

You will write this client's case history including age, medical issues, education level, identified knowledge deficits, client needs, and any cultural considerations. You will then develop a teaching plan to address the identified knowledge deficits of your client. This plan will then be presented to your fellow classmates at a time set by the instructor. This presentation should engage and increase the knowledge of your fellow students. Be sure to include visual tools that aid in learning. Also develop strategies to evaluate the effectiveness of your teaching; you will evaluate your classmates' learning at the end of the presentation.

You are to hand in all teaching tools and the client case history for marking.

This is a **pass/fail** assignment; you must receive a pass in order to successfully complete Nursing Practice II: Acute Care 1 (Medical).

## Teaching Plan Guidelines

### STEP 1:

#### Assessment and Identification of Learning Needs and Barriers to Learning

Using concepts from the metaparadigm of nursing, assess and identify the learning needs of the client. Consider age; sex; cultural considerations; developmental parameters; language; current health status; physical assessment; past medical history; cognitive ability; psychomotor ability; motivation; willingness to learn; socioeconomic considerations such as financial, living arrangements, and support systems; and psychosocial status. Identify factors and relevant characteristics of the client that might affect the teaching/learning process. Identify others who may also need to be included in the learning activity. *Summarize your analysis of the client teaching need to identify any barriers to learning that will affect the teaching/learning process.*

### STEP 2:

#### Write a Nursing Diagnosis Addressing a Learning Need

After assessing the client, interpret the data to form a nursing diagnosis, identifying a specific learning need.

### STEP 3:

#### Develop a Client-Centred Goal

State the goal that applies to the learning needs of the client by using the SMART criteria. Include the client in setting the goal.

### STEP 4:

#### Identify Learning Objectives (may also be referred to as Expected Outcomes)

Identify two learning objectives that would indicate the client has met the goal. Choose the learning objectives from the following domains of learning:

- cognitive
- psychomotor
- affective

**Learning objectives** in the *cognitive domain* – The cognitive domain pertains to knowledge, comprehension, application, analysis, synthesis, and evaluation. Verbs that can be used when writing expected outcomes in the cognitive domain include: compares, defines, describes, states, explains, differentiates, names, plans, solves, summarizes, identifies, and gives examples. *The client will be able to state ...*

**Learning objectives** in the *psychomotor domain* – The psychomotor domain emphasizes skills and motor/technical performance. Verbs that are used when writing expected outcomes in the psychomotor domain include: demonstrates, manipulates, shows, assembles, arranges, constructs, and works. *The client will be able to demonstrate...*

**Learning objectives in the *affective domain*** – The affective domain emphasizes emotions, feelings, attitudes, and valuing, such as the value the client/family attaches to a behaviour. Verbs that can be used when writing expected outcomes in the affective domain include: chooses, justifies, defends, values, initiates, displays, selects, shares, uses, relates, and justifies. *The client chooses to...*

### **STEP 5: Planning Implementations/Interventions**

Identify the content of your teaching plan, teaching strategies/methods, time, place, types of sessions, teaching tools, and instructional resources such as pamphlets, videos, demonstration. Some examples of teaching strategies include lecture, discussion, demonstrations, role-playing, AV material, printed material, computer programs, and panel discussion. Include a rationale for strategies selected.

### **STEP 6: Evaluation**

Determine how the learning objectives will be achieved and how learning has occurred. How will the client meet the stated objectives? Write a statement that would indicate the client has achieved the goal.

For *cognitive domain learning*, evaluation may include questioning the client, having the client explain what was taught or providing a written test/quiz.

For *psychomotor domain learning*, evaluation would involve having the client do a return demonstration of a task.

For *affective domain learning*, evaluate learning through the client's response(s), attitudes, and feelings.

### **STEP 7: Reflection**

Discuss what you think are the strengths and weaknesses of the teaching plan. How has this experience influenced your future practice?

### **STEP 8: References**

Develop a reference page using APA format to credit your sources of information. Use one additional resource beyond your Nursing Foundations textbook.

#### **Resources to assist in the teaching plan assignment:**

*Bloom's taxonomy of learning domain*. Access from  
<http://www.nwlink.com/~donclark/hrd/bloom.html>

Potter & Perry: Chapter 21

Nursing Foundations I, Course Readings: *SMART Goals: How to write and use with Clients*

# Teaching Plan Table

<b>CLIENT INITIALS:</b>	
<b>ASSESSMENT</b>	
<u>Assessment considerations:</u> Factors that might affect the teaching and learning process:	
<b>NURSING DIAGNOSIS (IDENTIFY THE LEARNING NEED)</b> 1.	
<b>PLANNING (ESTABLISH GOAL AND LEARNING OBJECTIVES: COGNITIVE, AFFECTIVE, AND/OR PSYCHOMOTOR)</b>	
1. Client goals: 2. Learning objectives: 3. 4.	Expected outcomes:
<b>IMPLEMENTATION (HOW WILL YOU FACILITATE LEARNING?)</b>	
Planned teaching strategies:	Rationale for strategies:
<b>REFLECTION</b>	
Strength and weaknesses of plan? Influences for future practice?	

## 1. Reflective Practice

Self-reflection is a requirement for continuing competency of the practical nurse. The purpose of this assignment is to assist you to reflect on your nursing practice. Through reflective practice you will demonstrate self-reflection by recognizing your own learning, goals, strengths and areas for improvement.

You will submit reflections in each of the nursing practice courses. These submissions are a requirement of this course and must achieve a satisfactory rating to receive a **pass**. Use the following to guide your reflective journalling. Attached is a marking guide that will be used by your instructor to evaluate your submissions.

## Reflective Journalling

**Due Date: Weekly following clinical rotation**

### GUIDELINES

- The reflective journal will be reviewed by the instructor. Due dates for submission will be determined by your instructor.
- The journal may be handwritten but must be legible.
- Submission format may vary based on instructor preference or clinical group decision (i.e., may be done through online discussions, group discussion, with the use of concept maps or traditional journalling).
- The journal must be completed as assigned in order to receive a **pass** grade in the course.
- See **APPENDIX D** for marking guide.

### REFLECTIVE PRACTICE CRITERIA

#### Description

Choose a significant situation or event that occurred this week in clinical practice.

- Describe this situation in detail, relating it to your own practice.
- What was going on? What happened?
- How did the client, family or staff respond? (Use only initials to maintain confidentiality.)
- What was your role in this situation?

#### Reflection

Reflect on the situation as it happened.

- What were your feelings and thoughts about the situation?

- What did you do? How did you feel about what you did? Why?
- What were the important elements of the event? What preceded the event and what followed it?

### **Analysis**

Analyze the situation.

- What went well? What did you find difficult?
- Integrate what is known from nursing theory and related courses. Use your nursing textbooks or other professional resource to interpret this situation and expand your understanding of the event.
- Identify the course learning outcomes that apply to this situation. What have you learned?
- How does this experience compare to other situations in which you have been involved?

### **Evaluation**

Evaluate the situation.

- What did you learn from this situation?
- What would you do differently in the future?
- What should you be aware of if this situation occurs again?

Your instructor will read the entries and write comments to help focus and guide you throughout your practice. The entries will remain confidential.

## **2.Student Evaluation**

**Due Date: November 12, 2013**

### **Student Assessment/Evaluation**

Assessment of your performance is based on satisfactory preparatory work and successful delivery of client care. Throughout these clinical practice courses, your instructor will provide you with both verbal feedback and written feedback (anecdotal notes) on your clinical performance. Feedback will be provided on a weekly basis. Feedback may be provided more frequently if required. These notes are used to support comments and performance ratings of your midterm and final evaluations.

Student concerns should be discussed directly with the instructor if the outcome is unsatisfactory. If necessary, concerns can be submitted in writing to the program supervisor, and a copy must be given to the instructor.

The clinical practice evaluation will be completed by your instructor. You will be given a written midterm and final evaluation. Each evaluation will be discussed with you during a meeting with your instructor. See **APPENDIX E** for Expectations of Students

Students must consistently meet minimal safe practice. Examples of minimal safe practice are as follows:

The student:

- Is punctual for all scheduled clinical activities (pre/post conference, report)
- Can discuss assigned client's pathophysiology and related symptoms in his/her own words
- Correctly selects a high-priority nursing diagnosis and discusses at least two interventions that are supported by evidence-based practice
- Demonstrates correct medication and intravenous administration including calculations and safe dosages; can communicate actions, side effects, and nursing implications
- Demonstrates beginning psychomotor skills appropriate to practice setting
- Maintains asepsis and standard precautions
- Reports to appropriate parties (RN, instructor, preceptor) regarding all client care and changes in client condition
- Documents in a timely manner and according to current nursing practice within the practice setting
- See **APPENDIX F** for marking guide.

## CODE OF ETHICS

### CLPNA Competencies

The following CLPNA competencies are learned during the Nursing Practice I course:

- A: Nursing Knowledge
- B: Nursing Process
- C: Safety
- D: Communication and Interpersonal Skills
- E: Nursing Practice
- F: Respiratory care
- G: Surgical Nursing
- H: Orthopedic Nursing
- I: Neurological/Neurovascular Nursing
- J: Cardiovascular Nursing
- N: Emergency Nursing
- T: Occupational Health and Safety
- U: Medication Administration
- V: Infusion therapy



- W: Professionalism
- X: Licensed Practical Nurse role

Refer to [www.clpna.com](http://www.clpna.com) for references

## REQUIRED TEXTS

### Required Textbooks and Resources

#### Primary Texts

Anderson, M. A. (2009). *Nursing leadership, management, and professional practice for the LPN/LVN* (4th ed.). Philadelphia, PA: FA Davis.

Day, R.A., Paul, P., Williams, B., Smeltzer, S.C., & Bare, B.G. (2009). *Brunner and Suddarth's textbook of Canadian medical-surgical nursing* (2nd ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

Lipe, S.K., & Beasley, S. (2004). *Critical thinking in nursing: A cognitive skills workbook*. Philadelphia, PA: Lippincott Williams & Wilkins.

*Nursing Practice II: Acute Care I (Medical) Clinical Guide*. (PNCC, 2012)

Potter, P.A., & Perry, A.G. (2010). *Canadian fundamentals of nursing* (4th ed. Rev.). Ross-Kerr, J.C., & Wood, M.J. (Canadian ed.). Toronto, ON: Elsevier.

#### Other Required Resources

Drug guide or online drug guide such as Medline Plus:

<http://www.nlm.nih.gov/medlineplus/druginformation.html>

Medical dictionary or online medical dictionary such as Medline Plus:

<http://www.nlm.nih.gov/medlineplus/mplusdictionary.html>

## **CLINICAL STANDARD PRACTICES**

### **Overview**

It is your responsibility to adhere to the following standard practices for the Practical Nurse Program. Please familiarize yourself with them and refer to them throughout the program.

### **DRESS CODE STANDARDS**

You are expected to adhere to the dress code standards for the clinical area as outlined in the Practical Nurse Program Handbook.

### **ATTENDANCE**

You must report illness or reasons for inability to attend clinical practice to your instructor/preceptor prior to your assigned shift. You are expected to adhere to the attendance standards for the clinical area as outlined in the Practical Nurse Program Handbook.

### **DOCUMENTATION OF CLIENT CARE**

Documentation must follow agency policies, and instructor and unit expectations where you are practising.

### **ENSURING CLIENT SAFETY**

If your actions result in an actual or potential violation of client safety, you may be removed from the clinical area and may fail the course. Your progress in the program will be outlined in a learning improvement plan. Examples of safety violations are included in the Practical Nurse Program Handbook.

### **LEARNING IMPROVEMENT PLAN**

If you are experiencing difficulty meeting the identified course outcomes and expected behaviours at any time, a case conference involving you, your instructor, and a counsellor may be called. A learning improvement plan will be initiated as per the Practical Nurse Program Handbook.

A learning improvement plan includes:

- Identification of problem
- A specific action plan required if you are to overcome the problem
- A timeframe for the problem to be resolved and evaluated

## **REPORTING WHEN LEAVING THE UNIT**

When leaving the unit for breaks or at the end of the shift, you must report your leaving to the buddy nurse (a staff member also assigned to care for the client) and your instructor in an instructor-supervised practicum.

## **WORKPLACE INJURY**

If you are injured or exposed to a blood-borne pathogen on the premises of the college or at a clinical agency, it is your responsibility to inform your instructor/preceptor as soon as possible. The protocol of the agency where the injury occurs will be followed. As reporting forms are time sensitive, it is essential that the injury be reported as soon as possible. Your instructor or preceptor will have the necessary WCB and Blood-Borne Pathogen forms. You may also be required to complete agency-specific reporting forms.

**Appendix B**  
**ACUTE CARE I MEDICAL**  
**Student Experience Guidelines for Instructor-Supervised Practice**

## **STUDENT EXPERIENCE GUIDELINES FOR INSTRUCTOR-SUPERVISED PRACTICE**

### **Attendance**

You are expected to make every effort to be present and on time for every clinical shift. Missed days may make it impossible for the instructor to complete an evaluation of your performance. If the instructor is unable to evaluate your performance due to poor attendance, you will not pass the course.

### **Preparation for Clinical Assignments**

Client safety is the highest priority. You are expected to come prepared for each clinical practice experience. If you are unprepared, you will be removed from the clinical area and marked absent for that clinical shift. A learning improvement plan will be put in place outlining the expectations and importance of preparing for assignments, and to address implications to professionalism, legalities, and client safety.

You are required to conduct your research in the clinical area on your assigned client prior to start of shift. You are responsible for reviewing the nursing skills that you will be required to perform during client care.

For all Nursing Practice courses, client research must be prepared in writing and brought with you to the clinical area.

### **Assignments/Team Responsibilities**

- Research your assigned clients.
- Using the nursing process and the nursing metaparadigm, provide holistic, competent nursing care to assigned clients.
- Inform the instructor of learning needs.
- Seek learning experiences and opportunities to practise nursing skills, within appropriate scope of practice.
- Ask the instructor to directly supervise any nursing skills.
- Modify nursing skills according to agency policies and procedures as required.
- Perform only those nursing skills that are within the student role of the Practical Nurse Program.
- Consult with the instructor when unsure of any aspects of client care.

- Report any significant changes in the client's condition to appropriate staff and your clinical instructor.
- Document pertinent client information according to unit policy and routine.
- Collaborate with members of the health-care team in providing client care.

## **Performance of Skills**

You are expected to adhere to the skill performance standards for the clinical area as outlined in the Practical Nurse Program Handbook.

## **Documentation of Client Care**

At the beginning of the clinical practice course, you may be required to submit a draft of your documentation to your clinical instructor to check before it is entered on the client's record. Documentation of all medications that you have administered is a requirement.

## **Pre- and Post-Conferences and Nursing Rounds**

You are expected to attend all pre- and post-conferences and nursing rounds. A pre-conference is a meeting between the instructor and students at the start of the clinical shift. At this time, you will be able to address questions and concerns, and identify when the instructor will be available to supervise skills or provide assistance with client care. The instructor will check the research sheets, nursing care plans, and organizational plans. The instructor must ensure that you are prepared to provide safe client care.

A post-conference, or nursing rounds, is a meeting of the instructor and the students, usually at the end of the clinical shift. It provides an opportunity to reflect on your practice by reviewing the day's activities, asking questions, discussing concerns, dealing with feelings and accomplishments, discussing progress, identifying and sharing significant learning, reorganizing or clarifying the next day's plans, and/or attending in-service sessions.

**Appendix C  
ACUTE CARE I MEDICAL  
Marking Guide for Teaching Plan Assignment**

**ASSIGNMENT I: NURSING CARE PLAN: MARKING GUIDE**

KEY CONTENT	MARKING GUIDE				
	POINTS:	5	3	1	0
<b>ASSESSMENT OF CLIENT AND CLIENT LEARNING NEEDS</b>					
<ul style="list-style-type: none"> <li>Used concepts from the metaparadigm to identify the learning needs</li> </ul>	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> <li>Identified factors and relevant characteristics of the learner that might affect the teaching/learning process and indicated whether or not others need to be included in teaching</li> </ul>	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> <li>Clearly evident how assessment supports selection of nursing diagnosis</li> </ul>	Excellent	Satisfactory	Minimal	None	
					<b>/15</b>
<b>Comments:</b>					
<b>NURSING DIAGNOSIS (IN TERMS OF LEARNING NEED), GOAL, AND LEARNING OBJECTIVES</b>					
<ul style="list-style-type: none"> <li>Identified and stated nursing diagnosis</li> </ul>	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> <li>Clearly formulated goal and identified how client was involved with setting the goal</li> </ul>	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> <li>Identified 2 learning objectives that indicate how the client will meet the goal</li> </ul>	Excellent	Satisfactory	Minimal	None	
					<b>/15</b>
<b>Comments:</b>					
<b>TEACHING STRATEGIES AND RATIONALE</b>					
<ul style="list-style-type: none"> <li>Identified relevant teaching strategies</li> </ul>	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> <li>Included rationale to support teaching strategies</li> </ul>	Excellent	Satisfactory	Minimal	None	
					<b>/10</b>

**KEY CONTENT****MARKING GUIDE**

	<b>POINTS:</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>
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**Comments:****EVALUATION AND REFLECTION**

- |  |           |              |         |      |
|--|-----------|--------------|---------|------|
| • Identified how the learning objectives will determine client learning  | Excellent | Satisfactory | Minimal | None |
| • Discussed the strengths and weaknesses of using the teaching plan      | Excellent | Satisfactory | Minimal | None |
| • Identified implications for using the teaching plan in future practice | Excellent | Satisfactory | Minimal | None |

**/15****Comments:****TOTAL****/55**


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***Submit this marking guide with the assignment.***

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## APA AND GRAMMAR: MARKING GUIDE

KEY CONTENT	MARKING GUIDE				
	POINTS:	1	0.5	0.25	0
<b>TITLE PAGE</b>					
<ul style="list-style-type: none"> <li>Included: header and page number; running head; date. Remaining items centred: title of paper, student name, college name, course and section number, assignment name and number, instructor name</li> </ul>	Excellent	Satisfactory	Minimal	None	
<b>BODY OF PAPER</b>					
<ul style="list-style-type: none"> <li>Paper organized – header and page number; introduction, body and conclusion; appropriate margins, double-spaced throughout, indent 5 spaces or 1 tab for new paragraphs, correct font – Times New Roman, 12-pt. font.</li> </ul>	Excellent	Satisfactory	Minimal	None	
<b>REFERENCES</b>					
<ul style="list-style-type: none"> <li>Citations in body of paper follow APA format</li> </ul>	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> <li>References, on separate page, follow APA format</li> </ul>	Excellent	Satisfactory	Minimal	None	
<b>GRAMMAR AND SPELLING</b>					
<ul style="list-style-type: none"> <li>Grammar appropriate and words spelled correctly (&lt; 5 errors)</li> </ul>	Excellent	Satisfactory	Minimal	None	
	<b>TOTAL</b>				<b>/5</b>
<b>Comments:</b>					
	<b>GRAND TOTAL (ALL MARKING GUIDES)</b>				<b>/60</b>

**Students must achieve at least 60% on this assignment in order to receive a PASS grade.**

***Submit this marking guide with the assignment.***



**Appendix D**  
**ACUTE CARE I MEDICAL**  
**Marking Guide for Reflective Practice**

## Assignment 2: Reflective Practice Marking Guide

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

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

Instructor: \_\_\_\_\_

<b>CRITERIA</b>	<b>SATISFACTORY PERFORMANCE</b>	<b>UNSATISFACTORY PERFORMANCE (REQUIRES FURTHER DEVELOPMENT, EXPLORATION)</b>
<b>Description</b> <ul style="list-style-type: none"> <li>• The event/situation is described, in detail, related to your practice</li> </ul>		
<b>Reflection</b> <ul style="list-style-type: none"> <li>• Identified how you felt during the situation</li> <li>• Discussed actions taken</li> <li>• Reflected on the events leading up to and after the situation</li> </ul>		
<b>Analysis</b> <ul style="list-style-type: none"> <li>• Identified positive and negative aspects</li> <li>• Supported analysis with nursing knowledge</li> <li>• Identified learning outcomes related to the situation/learning</li> <li>• Included comparison to other situations</li> </ul>		
<b>Evaluation</b> <ul style="list-style-type: none"> <li>• Described what you learned from this situation</li> <li>• Discussed application to future practice</li> </ul>		
<b>Presentation</b> <ul style="list-style-type: none"> <li>• Organized, legible</li> <li>• Spelling and grammar appropriate</li> </ul>		

**Comments:**

## **Expectations of Students**

### **Knowledge**

1. Consistently prepares for client care:
  - a. Client research
  - b. Care plan
  - c. Organizational plan
2. Actively involves the client in the plan of care to promote independence
3. Demonstrates a holistic view of diverse clients by incorporating spiritual, physiological, psychosocial, cultural, and developmental aspects to care
4. Applies knowledge of the nursing metaparadigm in the development of nursing care plans
5. Applies research and evidenced-based care in the practice setting

### **Nursing Process and Critical Thinking**

1. Performs and documents assessments of the client
2. Prioritizes needs of the client
3. Formulates nursing diagnoses from the assessment data
4. Collaborates with client and family to identify SMART goals related to each nursing diagnosis
5. Performs nursing interventions and provides rationale for each nursing intervention professionally, safely, accurately, and in a timely manner
6. Evaluates client's progress towards established goals, and modifies care plan and nursing care appropriately
7. Questions and analyzes data to make sound decisions
8. Adapts to changes in health, client and/or environment

### **Professionalism**

1. Maintains a professional appearance and behaviour
2. Consistently meets attendance, punctuality, and notification requirements
3. Maintains confidentiality
4. Takes accountability and responsibility for actions and decisions
5. Adheres to the following:
  - a. Scope of practice
  - b. Standards of Practice
  - c. CLPNA competencies
  - d. Code of Ethics

- e. Agency policy

## **Communication**

1. Follows verbal and/or written direction
2. Reports pertinent data to appropriate persons following established lines of communication
3. Charts pertinent data sequentially, legibly, accurately, and completely; follows agency policy; uses correct medical terminology
4. Contributes to group discussions and team conferences in a positive manner
5. Utilizes therapeutic communication skills with clients at all stages of the life cycle
6. Accepts and utilizes constructive feedback
7. Takes action to resolve conflicts, using appropriate communication skills
8. Plans, implements, and evaluates client/family teaching based on client needs and learning abilities

## **Safety**

1. Recognizes, reports, and manages situations in which the safety and well-being of client, self, coworkers and others are compromised
2. Verifies and clarifies orders, decisions or actions made by interdisciplinary team members
3. Seeks clarification and assistance as needed

## **Reflective Practice**

1. Identifies and shares learning needs (instructor, preceptor, supervisor, peers)
2. Accesses learning resources applicable to learning needs
3. Implements actions to improve performance
4. Demonstrates reflective practice, verbally and/or in writing

## **Leadership**

1. Demonstrates leadership abilities, including the ability to:
  - a. Problem-solve and take appropriate action
  - b. Delegate when appropriate
  - c. Advocate for the client and profession
  - d. Contribute to the interdisciplinary team
  - e. Influence positive change
2. Demonstrate the attributes of a leader, including
  - a. Competence
  - b. Integrity
  - c. Ethics
  - d. Honesty and respect for others

**Appendix F**  
**ACUTE CARE I MEDICAL**  
**Marking guide for Nursing Practice Student Evaluation**

## Nursing Practice Student Evaluation

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

Site/Facility: \_\_\_\_\_

### Performance Ratings:

<b>OP</b>	<b>Outstanding Performance:</b> Consistently, skillfully, and with early and progressive independence is able to meet all objectives
<b>SAT</b>	<b>Satisfactory Performance:</b> With limited guidance is able to meet all clinical objectives
<b>ID</b>	<b>In Development:</b> Applies principles for safe practice, requires further development of skill
<b>UNSAT</b>	<b>Unsatisfactory Performance:</b> Is inconsistent in meeting clinical objectives
<b>N/A</b>	<b>Not Applicable</b> For use when the criteria being assessed is not applicable to the student/situation

EXPECTATIONS	MIDTERM					FINAL				
	OP	SAT	ID	UNSAT	N/A	OP	SAT	ID	UNSAT	N/A
<b>KNOWLEDGE</b>										
• Consistently prepares for client care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Client research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Care plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Organizational plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Actively involves the client in the plan of care to promote independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates a holistic view of diverse clients by incorporating spiritual, physiological, psychosocial, cultural, and developmental aspects to care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Applies knowledge of the nursing metaparadigm in the development of nursing care plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Applies research and evidenced-based care in the practice setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>										

EXPECTATIONS	MIDTERM					FINAL				
	OP	SAT	ID	UNSAT	N/A	OP	SAT	ID	UNSAT	N/A
<b>NURSING PROCESS AND CRITICAL THINKING</b>										
• Performs and documents assessments of the client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Prioritizes needs of the client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Formulates nursing diagnoses from the assessment data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Collaborates with client and family to identify SMART goals related to each nursing diagnosis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Performs nursing interventions and provides rationale for each nursing intervention professionally, safely, accurately, and in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Evaluates client's progress towards established goals, and modifies care plan and nursing care appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Questions and analyzes data to make sound decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Adapts to changes in health, client and/or environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>										

EXPECTATIONS	MIDTERM					FINAL				
	OP	SAT	ID	UNSAT	N/A	OP	SAT	ID	UNSAT	N/A
<b>PROFESSIONALISM</b>										
• Maintains a professional appearance and behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Consistently meets attendance, punctuality, and notification requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Takes accountability and responsibility for actions and decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Adheres to the following:										
o Scope of practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Standards of Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o CLPNA competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Agency policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>										

EXPECTATIONS	MIDTERM					FINAL				
	OP	SAT	ID	UNSAT	N/A	OP	SAT	ID	UNSAT	N/A
<b>COMMUNICATION</b>										
• Follows verbal and/or written direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Reports pertinent data to appropriate persons following established lines of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Charts pertinent data sequentially, legibly, accurately, and completely; per agency policy; uses correct medical terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Contributes to group discussions and team conferences in a positive manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Utilizes therapeutic communication skills with clients at all stages of the life cycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Accepts and utilizes constructive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Takes action to resolve conflicts, using appropriate communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Plans, implements, and evaluates client/family teaching based on client needs and learning abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>										



EXPECTATIONS	MIDTERM					FINAL				
	OP	SAT	ID	UNSAT	N/A	OP	SAT	ID	UNSAT	N/A
<b>SAFETY</b>										
<ul style="list-style-type: none"> <li>Recognizes, reports, and manages situations in which the safety and well-being of client, self, coworkers, and others are compromised</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Verifies and clarifies orders, decisions or actions made by interdisciplinary team members</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Seeks clarification and assistance as needed</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>										

EXPECTATIONS	MIDTERM					FINAL				
	OP	SAT	ID	UNSAT	N/A	OP	SAT	ID	UNSAT	N/A
<b>REFLECTIVE PRACTICE</b>										
• Identifies and shares learning needs (instructor, preceptor, supervisor, peers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Accesses learning resources applicable to learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Implements actions to improve performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates reflective practice, verbally and/or in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>										

EXPECTATIONS	MIDTERM					FINAL				
	OP	SAT	ID	UNSAT	N/A	OP	SAT	ID	UNSAT	N/A
<b>LEADERSHIP</b>										
<ul style="list-style-type: none"> <li>• Demonstrates leadership abilities, including the ability to: <ul style="list-style-type: none"> <li>○ Problem-solve and take appropriate action</li> <li>○ Delegate when appropriate</li> <li>○ Advocate for the client and profession</li> <li>○ Contribute to the interdisciplinary team</li> <li>○ Influence positive change</li> </ul> </li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Demonstrate the attributes of a leader, including: <ul style="list-style-type: none"> <li>○ Competence</li> <li>○ Integrity</li> <li>○ Ethics</li> <li>○ Honesty and respect for others</li> </ul> </li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>										

## Midterm Evaluation

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

### INSTRUCTOR/PRECEPTOR COMMENTS:

Strengths:

Areas Requiring Improvement:

### STUDENT COMMENTS:

### SIGNATURES:

Instructor/Preceptor:

Student:

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

## Final Evaluation

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

### INSTRUCTOR/PRECEPTOR COMMENTS:

Strengths:

Areas Requiring Improvement:

### STUDENT COMMENTS:

### SIGNATURES:

Instructor/Preceptor:

Student:

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

