



**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM:  
Keyano College**

**Course Outline**

**NURSING 391**

**NURSING PRACTICE V**

**January 6, 2014- February 21, 2014**

**Tutors: Group A and B**

Group A: Catharine Simpson Szpak RN MN

Group B: Trina Decker BN RN

Revised December, 2013

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

**CALENDAR STATEMENT:**

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

Practice focuses on restoration, rehabilitation, and support (including health promotion and disease prevention) of clients experiencing more acute variances in health across the life-span. Practice occurs in primary-, secondary-, and tertiary-level acute care settings. Prerequisites: NURS 290, 291, 294, 295. Pre- or co requisite: NURS 390. **“In Year 1 only, prerequisites may be configured to meet site course requirements.”**

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

**COURSE DESCRIPTION:**

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

**Tutor Information**

Catharine Simpson Szpak  
Office: 780-791-8908  
Room 187B  
[Catharine.szpak@keyano.ca](mailto:Catharine.szpak@keyano.ca)

Trina Decker  
Office: 780-792-5629  
Room: 187I  
[trina.decker@keyano.ca](mailto:trina.decker@keyano.ca)

Weekly office hours are scheduled around clinical hours. Please see timetable

## **COURSE OBJECTIVES:**

### **LEVELS OF INDEPENDENCE**

In evaluating objectives, the following levels of independence will be used:

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

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

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

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

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

**Direction:** Clinical tutor tells the student what to do, about what steps to take.

**Information:** Clinical tutor tells the student specifics about a concept or topic.

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

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

**Confirmation:** Clinical tutor provides positive feedback for correct information and direction provided by the student.

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

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

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

### **Objectives**

Overarching statements:

Students must regularly refer to the document entitled *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*. Attention must be given to the Year 3 Column and the competencies that are identified as being relevant to NURS 391. This document serves as the basis for the evaluation of students' clinical practice. **These can be found in the 2013-2014 Keyano College Student Handbook.**

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

- CARNA Nursing Practice Standards (2003) and all other CARNA standards
  - The CNA Code of Ethics for Registered Nurses (2008).
1. Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process in utilizing context-based learning, in all learning activities.
  2. Demonstrate, independently or with guidance, the ability to practice in accordance with Year 3 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*.
  3. Demonstrate, with guidance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing more acute variances in health.
  4. Demonstrate, with guidance, the ability to provide evidence-based, competent nursing care to clients experiencing more acute variances in health, in a variety of settings (primarily, secondary and/or tertiary level acute care settings).
  5. Demonstrate, with minimal guidance, the ability to manage health promotion and prevention activities using advanced therapeutic/interpersonal communication skills, health counseling skills, and teaching and learning principles.
  6. Demonstrate the ability to integrate knowledge into clinical practice.

## **REQUIRED TEXTS**

All textbooks acquired in previous years.

Canadian Nurses Association (2008). *Code of ethics for registered nurses*. Ottawa, ON: Author.

Resources available on Moodle

## **NURSING PROGRAM POLICIES**

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

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

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.

Students not following these requirements will be considered absent without leave and this may result in clinical failure

## **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.

## **REQUIRED CLINICAL/LEARNING EXPERIENCES**

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

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

## **REQUIRED LEARNING EXPERIENCES AND EVALUATION**

### Overview of Evaluation

- |  |                           |
|--|---------------------------|
| 1. Medication Administration Safety Screen Examination<br>Wednesday January 8, 2014 at 0900hrs: ALL Groups           | PASS/FAIL                 |
| 2. Theory Exam<br>Tuesday February 18, 2014 at 1300hrs: ALL Groups   | 30%                       |
| 3. Evaluation of Nursing Practice (ENP)<br>Final Evaluations: Friday February 21, 2014<br>ALL Groups, by appointment | 70%                       |
|  | <b>Total: <u>100%</u></b> |

### COURSE EVALUATION:

1. **Medication Administration Safety Screen (MASS): Pass/Fail**  
  
**ALL Groups:, Wednesday January 8, 2014**  
  
**Room: \*Please see timetable for room numbers\***

Students will write the MASS Exam during the first week of the course. The exam will include course appropriate level of application of dosage calculations, medication preparation and administration protocols. Students may use a basic calculator in the exam. The pass mark is set at **90%**.

**Students are required** to review all previous Medication Calculation material and exercises. Completion of the practice quiz at the end of Chapters 8, 9 and 10 in the Henke text is **Mandatory**. All calculations must be written out and this material must be presented to your instructor prior to completing the MASS exam. Failure to do so will be reflected in the ENP.

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



exam at the beginning of a clinical course will require the student to withdraw from the clinical course.

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

## **2. Theory Examination (30%)**

**ALL Groups: Tuesday February 18, 2014**

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

The purpose of the exam is to assist the student with the application of theory to practice. The exam will consist of 85 multiple choice questions, on labs and medical/surgical clinical practice.

## **3. Evaluation of Nursing Practice (ENP) (70%)**

**All Groups: Friday February 21, 2014**

**Room: Tutor's office: By appointment**

A written formative and summative evaluation of Nursing Practice will be completed by the student and the tutor. This will be accomplished through observation, assessment and evaluation of student performance in the clinical setting. Evaluations will be completed by the assigned tutor and may be supplemented with input from peers, staff from clinical exposure areas, clients, and other nursing faculty.

Additionally, preparation and clinical knowledge will be assessed through concept mapping, as well as through the application of the nursing process (assessment, nursing diagnosis, goals, interventions and evaluation) for each assigned client.

Students are expected to be prepared for each clinical day by researching procedures, medical conditions, and medications, etc. prior to providing client care. Required psychomotor skills may also need to be reviewed prior to clinical experience.

Students should be prepared to discuss their clients' plan of care (including priority needs, nursing diagnoses, goals, interventions, medications, client teaching plan, and evaluation criteria) with the tutor during clinical time.

Weekly anecdotal notes will be documented, discussed with the student, and signed by both the instructor and the student. Written reflection will be required weekly and for the final ENP. Additional reflection may be required by individual instructors based on student progress.

It is highly encouraged that students evaluate their nursing practice through weekly completion of the (ENP) including the application of critical self-reflection.

**Recommended guidelines for Critical Self-Reflection (also known as Reflective Journaling):**

- Journaling is NOT an exercise to document a day in clinical.
- Describe in detail a significant experience that you had during your week. Include thoughts, feelings, and perceptions.
- Reflect on the experience. Describe why this experience was important to you, and what factors (assessment, previously learned experiences, values, beliefs, stereotypes or biases) influenced yours/someone's else's decisions/actions/feelings.
- Evaluate your strengths and areas needing improvement in this situation. What were the strengths and areas for improvement for the other health care professionals involved? Explain why you think these were areas of strength or areas needing development. How the client/family is ultimately affected?
- Describe your significant learning. How does this impact your nursing practice? Describe what you would do differently/investigate/maintain if a similar incident should occur in the future. Describe what you would teach someone else (i.e. peer) about this incident in order to improve nursing practice.
- Critical self-reflection should include evidence from the literature.
- Confidentiality MUST be maintained. Students are not to breach client confidentiality when describing a clinical incident.

**Midterm Evaluations:**

Midterm Evaluations will occur during the **week of February 3-5, 2014**. The tutor and student will meet for the midterm evaluation at a mutually agreed upon time for both the student and tutor. Students must come prepared with the following:

- a. Their strengths and opportunities for improvement documented and be prepared to discuss them. The focus of the midterm evaluation will be reflection on practice and not assessment of grades. No grades will be discussed during midterm evaluations.
  
- b. At minimum, one (1) instance of critical self-reflection documented based on their experiences that follow the Guidelines for Critical Self-Reflection outlined on the previous page. Students must also bring personalized article(s) used as evidence in the self-reflection.

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

### **Final Evaluation**

At the completion of this clinical course a written, summative, evaluation of nursing practice will be completed by the student and the assigned tutor. The final evaluation will be held on an individual basis in the tutor's office on **Friday, February 21<sup>st</sup>, 2014** or as designated by the tutor. At this evaluation, students are to bring a completed self-evaluation based on criteria found in **Appendix A**.

Students are expected to include:

- a. One (1) instance of critical self-reflection **for each section of the ENP** based on their experiences that follow the Guidelines for Critical Self-Reflection outlined on the previous page. This reflection should include your examples supported by the literature that identify how the course objectives were met. Ensure your reflection includes the behaviours you exhibited to demonstrate your professionalism as nursing student. Students must also submit the personalized article(s) used as evidence in the self-reflection.

- b. Students are to complete and submit the ENP form that reflects their proposed grade and rationale prior to the final evaluation date. Students who do not complete the ENP form, *with a proposed grade*, will be required to rebook an appointment with the tutor.

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

Students must pass **ALL** components of the ENP in order to pass the course.

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

**Course Evaluation**

**PLEASE NOTE:** Students are to complete an on-line course evaluation for Nursing 391. Student feedback is important to ensure continued provision of high quality education in the baccalaureate program. Evaluations can be accessed at:  
<http://www.surveyfeedback.ca/surveys/wsb.dll/s/1gf87>

**Please review Code of Ethics (Appendix B)**

The Code of Ethics for Registered Nurses (CNA, 2008) guides nursing practice and must be reflected in all components of Nursing 391 and evidenced in the ENP. See Appendix B and the University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook Nursing Program Policies for detailed descriptions of the Code of Ethics.

## LAB EXPERIENCES

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

- a. Central Venous Access Devices
- b. Nasogastric tube Insertion and Care
- c. Comprehensive Chest Assessment, Chest Physio and Chest Tubes
- d. Tracheostomy Care and Suctioning
- e. Complex Wound Care
- f. IV medication administration

## APPENDIX A

### NURSING 391

#### EVALUATION OF NURSING PRACTICE (2013-2014)

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

- 4: Excellent:**  
Student meets the objective at a “Level of Independence” greater than identified on the ENP, all of the time.
- 3.5: Very Good:**  
Student meets the objective at a “Level of Independence” greater than identified on the ENP guide, the majority of the time.
- 3: Good:**  
Student meets the objective at a “Level of Independence” greater than identified on the guide some of the time.
- 2.5: Expected/Satisfactory:**  
Student meets the objective at the “Level of Independence” required on the ENP guide.
- 0: Fail:**  
Student fails to meet the objective at the “Level of Independence” required on the ENP guide.

**RC= Relevant Competency** – Please refer to the Graduate Competencies and Year End Outcomes Condensed Version 2012-2013 (Approved May 2012)

*“Levels of Independence”* are found in Nursing 391 Course Outline

**Failure in any one of the following six sections will constitute a failure in the course. A student must receive 62.5% (15/24) on the ENP in order to pass the course. Each section is worth 4 marks.**

- 1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY**
- 2. KNOWLEDGE - BASED PRACTICE**
- 3. ETHICAL PRACTICE**
- 4. SERVICE TO PUBLIC**
- 5. SELF-REGULATION**
- 6. CONTEXT BASED LEARNING**

**RELATED COURSE OBJECTIVE:**

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

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

**RELATED COURSE OBJECTIVES :**

- Demonstrate, with assistance, the ability to conduct selected assessments with healthy individuals across the lifespan in the context of family within a community.
- Demonstrate, with assistance, the ability to use professional and therapeutic communication skills to collaborate with clients across the lifespan.
- Demonstrate, with assistance, the ability to engage in health promoting activities with clients.
- Demonstrate, with assistance, the ability to engage in evidence-based practice.
- Demonstrate the ability to integrate knowledge into clinical practice.

<b>RC</b>	<b>2. KNOWLEDGE - BASED PRACTICE</b> _____/4
<b>10.3</b>	With guidance, applies a critical thinking approach to nursing.
<b>5.4</b>	With guidance, identifies, develops and engages in strategies for social and political action.
<b>10.3</b> <b>18.3</b>	With guidance, uses credible and evidence informed theory and resources to provide competent care.
<b>19.3</b> <b>20.3</b> <b>21.3</b> <b>23.3</b>	With guidance, identifies appropriate nursing diagnoses from relevant assessment data, sets goals, develops plans for care, and evaluates outcomes in complex and rapidly changing client situations.
<b>21.3</b>	With guidance, manages multiple nursing interventions in complex, rapidly changing unstable patient conditions.
<b>20.3</b>	With guidance, recognizes and seeks help in rapidly changing unstable client conditions.
<b>15.3</b>	With guidance, uses principles of primary health care to anticipate client health problems to manage complex problems and promote continuity of care.
<b>15.3</b> <b>27.3</b>	With guidance, collaborates with other members of the interdisciplinary health care team in the delivery of care to the client.
<b>18.3</b>	With guidance, makes appropriate judgements and sound decisions in management of care based on clear and accurate understanding of rational for care, best practice guidelines and research.
<b>7.3</b> <b>8.3</b>	With guidance, applies a knowledge base from nursing and other disciplines concerning current health care issues in adult acute care.
<b>24.3</b>	With guidance, uses appropriate lines of communication to report significant issues or concerns related to delivery of nursing care and patient/client outcomes.
<b>24.3</b>	With minimal guidance, produces clear, timely, relevant, and thorough charting / documentation.
<b>27.3</b>	Independently establishes and maintains effective working relationships and open communication with colleagues.



**RELATED COURSE OBJECTIVE:**

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

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

**RELATED COURSE OBJECTIVE:**

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

<b>RC</b>	<b>4. SERVICE TO PUBLIC</b> _____/4
<b>27.3</b>	With minimal guidance applies principles of therapeutic and professional relationships in establishing rapport with clients/staff and terminating these relationships.

**RELATED COURSE OBJECTIVE:**

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

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

**RELATED COURSE OBJECTIVE**

Demonstrate, with assistance, the processes of self-directed learning, critical thinking, and context-based learning in a variety of community settings.

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

**STUDENT MID-TERM COMMENTS**

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

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

**TUTOR MID-TERM COMMENTS**

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

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

Student Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Tutor's Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

<b>STUDENT FINAL EVALUATION COMMENTS</b>	
--	--

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

<b>TUTOR FINAL EVALUATION COMMENTS</b>	
--	--

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

**Final recommendations for clinical performance development:**

Student Proposed Mark /24

Final Mark /24

Student's Name

Signature

\_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

Tutor's Name

Signature

\_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

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

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

Appendix B  
Code of Ethics for Registered Nurses

# CODE OF Ethics

## FOR REGISTERED NURSES

### Nursing Values and Ethical Responsibilities

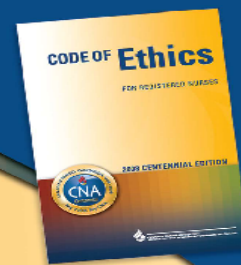
The core ethical responsibilities central to ethical nursing practice are articulated through the code's seven primary values and accompanying responsibility statements. See the code to read the responsibility statements connected with each of these seven values.

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



### Ethical Endeavours

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



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

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



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