

## DEPARTMENT of Nursing Education & Health Studies

### COURSE OUTLINE – Winter 2023

**NS3230 (B3, BC1, BC2, L1, L2):** Community Nursing Through the Lifespan  
**6 (3-0-3) 180 Hours/6 Weeks**

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

<b>Instructors:</b>	Sarah Worton RN, BScN, IBCLC	Corrie Dechant RN, BScN
<b>Classes:</b>	<u>Lecture:</u> Monday 0830-1120 <u>Lab:</u> Monday 1430-1720 <u>Clinical:</u> Unit 31 GPRH Thurs/Fri 0700-1850	<u>Clinical:</u> Community/Rural Tues/Wed/Thu- 0800-1645
<b>Phone:</b>	(780) 539-2892	(780) 539-2436
<b>Office</b>	HEC 3 <sup>rd</sup> Floor	HEC 3 <sup>rd</sup> Floor
<b>Office Hours</b>	<i>Please Email for Appointment</i>	
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### CALENDAR DESCRIPTION:

The course covers theories, ethics and evidence-informed approaches to community health nursing including primary health care, population health, health maintenance and promotion, and disease and injury prevention. It includes exploration of concepts of community-based assessment, planning, intervention and evaluation with community-as-client. The practicum portion of the course includes a variety of community settings. Nursing practice will include health assessment and interventions for clients throughout the lifespan and care continuum. Note: Available only to nursing students in the Collaborative Nursing Program.

**PREREQUISITE(S)/COREQUISITE:** NS2160, NS2240 and NS2250

## **REQUIRED TEXT/RESOURCE MATERIALS:**

Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L., Wilson, D., Keenan-Lindsay, L., & Sams, C. A. (2017). *Maternal child nursing care in Canada* (2nd ed.). Elsevier Canada

Stamler, L. L., Yiu, Dosani, A., Etowa, J., Van Daalen- Smith, C. (2020). *Community health nursing: A Canadian perspective* (5 th ed.). Pearson Canada

All previously required textbooks and resources will be used as reference throughout the program. Please retain your copies as they may be required in future courses.

**DELIVERY MODE(S):** Attend on Campus, In-person (Lecture, Lab, & Clinical)

## **COURSE OBJECTIVES:**

Focused learning for working with childbearing families:

1. Demonstrate safe, ethical and collaborative practice with childbearing families in diverse settings.
2. Demonstrate performance of selected health assessment skills with;
  - a) Women during pre-conception, pregnancy, birth and post-partum
  - b) Newborns/infants
3. Demonstrate integration of evidence-informed knowledge from previous and concurrent nursing courses in the clinical/lab/ simulation setting.
4. Demonstrate clinical reasoning, application of the nursing process and implementation of a plan of care for:
  - a. Childbearing family experiencing the holistic process of pregnancy, birth and postpartum
  - b. Childbearing families experiencing complications during pregnancy, birth and early infancy
5. Demonstrate documentation and communication of assessments and nursing care in accordance with nursing practice standards.

## **LEARNING OUTCOMES:**

Focused Learning in the community:

1. Explore, apply and integrate theory, ethics and evidence informed approaches for community health nursing.
2. Identify, integrate and practice primary health care, population health, health promotion and maintenance, and illness and injury prevention approaches with the community as the client.
3. Explore and practice the nursing process in a community context and setting.
4. Practice and integrate health assessment and nursing interventions for clients throughout the lifespan and care continuum within a community context.
5. Articulate and perform, as appropriate, the role of the community health nurse in promoting the health of individuals, families, groups, communities and populations.

## **TRANSFERABILITY:**

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

## **EVALUATIONS:**

*Students must receive an overall minimum of C- in the Graded components, as well as a PASS in the clinical portion to receive credit for NS 3230*

Assignments/Course Components	Due Dates	Weight
1) Knowledge Checks on MyClass	Sundays at 2359 #1: March 5, 2023 #2: March 12, 2023 #3: March 19, 2023 #4: March 26, 2023	40% (4X 10% each)
2) Assignment- Windshield Survey	March 24 <sup>th</sup> , 2023 at 2359	25%
3) Clinical Assessment Tool (CAT)	<b>Midterm CAT</b> March 17 <sup>th</sup> at 2359 <b>Final CAT</b> April 7 <sup>th</sup> , 2023 at 2359	Pass/Fail Must receive a PASS in all sections of the CAT
4) Final Exam	April 3 <sup>rd</sup> at 08300	35%

1. Weekly Knowledge Checks-

To be completed on myClass. Includes content from Lecture, Lab & Posted Content.

2. Assignment: Community Windshield Survey- (*Appendix A*)

3. Final Exam

4. Clinical Assessment Tool- (*Appendix B*)

CAT (Pass/Fail) \*Students must receive a PASS in all sections of the CAT (Clinical Assessment Tool) to pass the course. A formative assessment of nursing practice will be completed by the student and instructor midway through the course. This will be accomplished through observation, assessment, and evaluation of the student in various activities. Feedback may be supplemented with input from peers, the staff of the agency, and the clients. The instructor will provide the student with a formative verbal or written evaluation at the midpoint of the course and a summative written final evaluation at the end of the course.

At “midterm” students who receive an “At Risk” in any of the indicators on the Clinical Assessment Tool will develop a Learning Support Plan in collaboration with their Clinical Instructor. Students must successfully meet the requirements of the Learning Support Plan by the agreed upon date. At “final”, students must achieve a “PASS” on all areas of the Clinical Assessment Tool in order to successfully complete NS 3230.

- Under the ‘Professionalism’ category, students must meet these objectives at a level of ‘Independence’ to be receive a “PASS” in the course. Failure of this objective may result in being unsuccessful at any time during the rotation.

**GRADING CRITERIA:** (The following criteria may be changed to suite the particular course/instructor)

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

**COURSE SCHEDULE/TENTATIVE TIMELINE:**

Week	Lecture/Lab	Weekly Preparation
<b>Week 1</b> February 27-Mar 5	<ul style="list-style-type: none"> <li>Maternal &amp; fetal adaptations and assessment prenatal to postpartum</li> <li>Healthy Labor &amp; Delivery process</li> </ul>	<ul style="list-style-type: none"> <li><i>Maternal child nursing care in Canada</i> Ch 10, 11, 12, 16, 17, 19, 21 &amp; 22</li> <li><i>Video/Activity resources</i></li> <li><b>Weekly Knowledge Check</b></li> </ul>
<b>Week 2</b> March 6-12	<ul style="list-style-type: none"> <li>Pregnancy at risk</li> <li>Labour &amp; Birth at Risk</li> <li>Newborn Adaptations and assessment</li> <li>Family adaptations and bonding</li> <li>Infant feeding</li> </ul>	<ul style="list-style-type: none"> <li><i>Maternal child nursing care in Canada</i> Ch 13, 14, 20, 23, 25, 26 &amp; 27</li> <li><b>Weekly Knowledge Check</b></li> </ul>
<b>Week 3</b> March 13-19	<ul style="list-style-type: none"> <li>Nursing families from Infant to adolescent ages and stages</li> <li>Community Health Nursing practice</li> <li>Health promotion &amp; education within healthcare</li> </ul>	<ul style="list-style-type: none"> <li><i>Maternal child nursing care in Canada</i> Ch 35, 36, 37, 38, &amp; 39. pp. 1518-1519</li> <li><i>Community health nursing: A Canadian perspective</i> Ch 3, 4, 5, 8 &amp; 16</li> <li><i>Video/Activity resources</i></li> <li><b>Weekly Knowledge Check</b></li> </ul>
<b>Week 4</b> March 20-26	<ul style="list-style-type: none"> <li>Epidemiology &amp; Contact Tracing</li> <li>Vulnerable Populations</li> </ul> <p><b>Assignment Due</b></p>	<ul style="list-style-type: none"> <li><i>Community health nursing: A Canadian perspective</i> Ch 11, 12, 29 &amp; 30</li> </ul>

**Week 5**

March 27-31

- Postpartum & Newborn complications

- *Video/Activity resources*
- **Weekly Knowledge Check**

- *Maternal child nursing care in Canada Ch 24, 28, & 29*
- *Video/Activity resources*
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**Week 6**

April 3-7

- Final Exam, Final Clinical Day & Final Lab

**STUDENT RESPONSIBILITIES:**

As a student at NWP, you have rights and responsibilities. It is your responsibility to be familiar with the information contained in this Course Outline and the BScN student handbook and to clarify any areas of concern with the instructor. It is also your responsibility to be familiar with NWP Policies.

Please take the time to familiarize yourself with the policies that might impact you while you are here:

- NWP Department of Nursing Education & Health Studies Handbook: (nwpolytech.ca)
- NWP Policies: Northwestern Polytechnic administrative/academic policies
- NWP Students Rights & Responsibilities Policy: Students Rights & Responsibilities Policy

**Academic Misconduct:** Academic misconduct in all its forms is a serious offence. Academic misconduct is the giving, taking, or presenting of information or material that unethically or dishonestly aids oneself or another on any work which, under normal circumstances, is to be considered in the determination of a grade or the compilation of academic requirements or the enhancement of that student's record or academic career. The two key areas of academic misconduct are plagiarism and cheating. Please read the definitions that follow.

**Plagiarism:** The use of close imitation of language, paintings, films, prototypes and ideas of another author and representation of them as one's own original work. The most common forms of plagiarism are: copying or paraphrasing another author's work without proper acknowledgement, using the ideas or lines of reasoning of another author's work without proper acknowledgement, submitting work to which someone else has made substantial improvements to the content, and submitting the same work for multiple courses without approval. Plagiarism can be judged to have occurred if the instructor has both the submitted material and original source that was copied, or if the student is unable to explain the terminology or ideas of a submission.

**Late Assignments:** To obtain credit in the course ALL assignments, examinations, and knowledge checks must be completed. Students are expected to make every effort to complete assignments on time.

Assignment submissions are expected on the date determined by faculty. If extensions are necessary, they may be requested up to 48 hours prior to the assignment due date and should be submitted in writing to the faculty member involved. Not all extensions will be granted. In exceptional situations, extension requests within the 48-hour period may be considered. Late assignments will have 5% of total marks (or one letter grade) for the assignment deducted for each day/partial day (including weekend days) beyond

the due time. 6 For example, a paper marked at B+ would receive an adjusted grade of B if handed in one day late. After 5 days, a grade of 0 will be awarded to the assignment. If the late penalty places the grade below the necessary pass grade, students will be unsuccessful in the course. When submitting assignments electronically, it is the student's responsibility to ensure the assignment has been received.

Papers/assignments may not be rewritten for a higher grade. Concerns regarding grading are to be discussed with the faculty member involved.

### **Additional Information:**

Students will be either placed in a Community placement (Tues/Wed/Thurs 08:30-16:45) or on the Obstetrical unit at GPRH Thurs/Fri (0700-18:50) for the 6-week rotation. The community placements are within Grande Prairie and Rural area within 60 min from the city. \*If you are a placed in a rural site, you will be able to leave on Tuesdays by 16:00hrs to make it for your evening class. This does not apply if you are placed in a site within Grande Prairie. As per the NWP Nursing Website, as well as the Student Handbook:

*“All the courses in the Bachelor of Science, Nursing program can be completed at Northwestern Polytechnic, but students will be required to attend at least one clinical placement outside of Grande Prairie. Practica may involve evening and night hours and weekends. Students are responsible for obtaining transportation to practica placements and for the costs of necessary travel and accommodations. Required practica placements may be 150 kilometers or more from Grande Prairie.”*

### **STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <https://www.nwpolytech.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.nwpolytech.ca/about/administration/policies/index.html>

\*\*Note: all Academic and Administrative policies are available on the same page.

## Appendix A:

### Windshield Survey Rubric:

#### Windshield Survey Rubric

##### Part A: Assessment

Indicator	Grade				Possible Points
	Excellent	Satisfactory	Unsatisfactory	Incomplete	
Description of the community core (elements)	Description of the community core is <i>complete</i> and in detail.  (Score = 3)	Description of the community core is <i>mostly</i> complete and in detail.  (Score = 2)	Description of the community core is <i>partly</i> complete and in detail.  (Score = 1)	Description of the community core is <i>incomplete</i> and not in detail  (Score = 0)	3
Subsystems in the community	All eight subsystem elements in the community completed and in detail.  (Score = 5)	Less than eight subsystem elements in the community <i>mostly</i> complete and in detail  (Score = 3)	Less than eight subsystem elements in the community <i>partly</i> completed and in detail  (Score = 1)	Less than eight subsystem elements in the community are <i>incomplete</i> and <i>not in detail</i>  (Score = 0)	5
Perceptions and Observations about the community	Own perception of the community provided. Observations about the community relate <i>specifically</i> to the health of the community and relevant or potential problems <i>are well identified with recommendations</i>  (Score = 3)	Own perception of the community provided. Observations about the community <i>generally</i> relate to the health of the community and relevant or potential problems are <i>identified</i>  (Score = 2)	Own perception of the community provided . Observations about the community <i>loosely</i> relate to the health of the community and relevant or potential problems are <i>not</i> identified  (Score = 1)	Two or more elements are <i>not provided</i>  (Score = 0)	3
Use of secondary sources of information and references provided.	Demographic data is obtained from (at least three or more) sources including internet, library and local community agencies and government <b>and</b> References provided <b>and ALL in correct APA format</b>  (Score = 3)	Demographic data is obtained from (at least two or more) sources including internet, library and local community agencies and government. References provided  (Score = 2)	Demographic data is obtained from (at least one or more) sources including internet, library and local community agencies and government. References provided  (Score = 1)	No demographic data was obtained from any other sources.  (Score = 0)	3
<b>Part A Total</b>					<b>14</b>
<b>Part B: Presentation</b>					
Indicator	Grade				Possible Points
	Excellent	Satisfactory	Unsatisfactory	Incomplete	
Organization & Content	Well organized with concise descriptions of the core & Subsystems information.	Well organized with descriptions of the core & Subsystems information.	<i>Not organized.</i>  <i>Somewhat</i> able to identify strengths and	Presentation not submitted	6

	Able to identify strengths and areas for improvement in the community with <i>clear and concise</i> recommendations  Free of spelling or grammatical errors (on both worksheet & Presentation) (Score = 6)	Able to identify strengths and areas for improvement in the community with recommendations  1-2 spelling or grammatical errors  (Score = 4)	areas for improvement in the community with recommendations  Some spelling or grammatical errors  (Score = 2)	(Score = 0)	
Visual	Great effort put in for presentation to be visually appealing and engaging with graphics and/or pictures (mostly) from students' own camera. Presented in the perspective of sharing presentation with a group of people who are familiar with the community. The presentation is focused on your recommendations.  (Score = 3)	<i>Somewhat</i> visually appealing with graphics and/or pictures of the community. Presented in the perspective of sharing it with a group of people from the community.  (Score = 2)	<i>Somewhat</i> visually appealing with graphics and/or pictures of the community. Not presented in the perspective of sharing it with a group of people.  (Score = 1)	No graphics or pictures provided of the community in presentation  (Score = 0)	<b>3</b>
Length of presentation	Presentation 10 minutes maximum  (Score = 2)	Presentation more than 10 minutes maximum  (Score = 1)		Presentation not completed  (Score = 0)	<b>2</b>
<b>Part B Total:</b>					<b>11</b>

## Appendix B:

### Clinical Assessment Tool (CAT):

<b>Clinical Instructor:</b>
<b>Clinical Location:</b>
<b>Clinical Dates Absent:</b>

<b>Student Name:</b>
<b>Clinical Dates Attended:</b>
<b>Pass/Fail:</b> Choose an item.

A Pass on the Clinical Assessment Tool requires an achievement of a PASS in each of the nine headings. The clinical instructor determines if the student has met the requirements for each of the nine competency headings.

<b>Progress: Levels of independence</b>	<b>Description</b>
Beginning of term: <i>With guidance</i>  End of Term: <i>With Minimal Guidance</i>	Beginning of term: <i>The student requires clarification, prompting and confirmation</i>  End of term: <i>The student requires occasional clarification, prompting and confirmation</i>

Review levels of independence on the student success document (BScN handbook). Consistent growth throughout the term is expected in each of the nine categories.

#### Levels of Independence

**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.

#### Behaviour Indicators (related to levels of independence)

The following behaviour indicators describe levels of student performance ability. The list is ranked from least independent to most independent behaviour indicators for students.

**Direction:** follows step by step instruction (i.e. steps of a dressing change)

**Information:** The faculty member provides the student with specific learning content.

**Clarification:** thinks about and acts upon instructor-led critical questioning and discussion demonstrating clear understanding of the required knowledge (i.e. Instructor checks to ensure student can discern between dementia and delirium)

**Prompting:** thinks about and acts upon instructor cues/prompts demonstrating breadth and depth of knowledge (i.e. Instructor question style cue: “Can you elaborate?” or a behavioral cue: “Show me where to find the appropriate supplies/relevant policy”)

**Confirmation:** verifies the accuracy of knowledge (i.e. Student has completed the preparation of a secondary IV medication and is now correctly reviewing the completed work with instructor before proceeding with medication administration)

**Consultation:** engages in discussion(s) with instructor or field guide/preceptor to share information, seek direction and/or ask questions.

(i.e. Student has completed a suicide assessment according to facility policy, appropriately interacted with care team and is considering the next steps of client care)

**Occasional:** appropriately thinks about and acts upon intermittent direction, prompting, & clarification moving towards an expected level of autonomy (i.e. Student correctly completes postpartum assessment of mother and newborn but needs assistance finding the lactation consultant for additional breastfeeding support)

## CARNA Entry-Level Competencies

The nine headings on the Clinical Assessment Tool are based on the CARNA entry-level competencies for the practice of registered nurses (CARNA, 2019). The indicators and competencies have been levelled across all four years of the BScN Grande Prairie Regional College.

<p><b>1. Clinician:</b> <i>Registered nurses are clinicians who provide safe, competent, ethical, compassionate, and evidence-informed care across the lifespan in response to client needs. Registered nurses integrate knowledge skills, judgment and professional values from nursing and other diverse sources into their practice.</i></p>	<p><b>Feedback (instructor use only):</b></p>
<p>1.1 Provides safe, ethical, competent, compassionate, client-centred and evidence-informed nursing care across the lifespan in response to client needs during labor delivery and postpartum.</p>	<p>Choose an item.</p>
<p>1.2 Conducts a holistic nursing assessment to collect comprehensive information on client health status.</p>	<p>Choose an item.</p>
<p>1.4 Analyses and interprets data obtained in client assessment to inform ongoing decision-making about client health status.</p>	<p>Choose an item.</p>
<p>1.5 Develops plans of care using critical inquiry to support professional judgment and reasoned decision-making.</p>	<p>Choose an item.</p>
<p>1.6 Evaluates effectiveness of plan of care and modifies accordingly</p>	<p>Choose an item.</p>
<p>1.7 Anticipates actual and potential health risks and possible unintended outcomes</p>	<p>Choose an item.</p>
<p>1.8 Recognizes and responds immediately when client safety is affected.</p>	<p>Choose an item.</p>
<p>1.9 Recognizes and responds immediately when client’s condition is deteriorating.</p>	<p>Choose an item.</p>
<p>1.10 Prepares clients for and performs procedures, treatments, and follow up care.</p>	<p>Choose an item.</p>
<p>1.11 Applies knowledge of pharmacology and principles of safe medication practice.</p>	<p>Choose an item.</p>
<p>1.12 Implements evidence-informed practices of pain prevention, manages client’s pain, and provides comfort through pharmacological and non-pharmacological interventions.</p>	<p>Choose an item.</p>
<p>1.13 Implements therapeutic nursing interventions that contribute to the care and needs of the client</p>	<p>Choose an item.</p>
<p>1.14 Provides nursing care to meet palliative care and end-of-life care needs.</p>	<p>Choose an item.</p>
<p>1.17 Incorporates knowledge of epidemiological principles into plans of care.</p>	<p>Choose an item.</p>
<p>1.19 Incorporates mental health promotion when providing nursing care.</p>	<p>Choose an item.</p>
<p>1.21 Incorporates knowledge from the health sciences, including anatomy, physiology, pathophysiology, psychopathology, pharmacology, microbiology, epidemiology, genetics, immunology, and nutrition.</p>	<p>Choose an item.</p>
<p>1.22 Incorporates knowledge from nursing science, social sciences, humanities, and health-related research into plans of care.</p>	<p>Choose an item.</p>

1.23 Uses knowledge of the impact of evidence-informed registered nursing practice on client health outcomes.	Choose an item.
1.25 Uses strategies to promote wellness, to prevent illness, and to minimize disease and injury in clients, self, and others.	Choose an item.
1.26 Adapts practice in response to the spiritual beliefs and cultural practices of clients. a. demonstrates beginning competency with infant nutrition	Choose an item.
1.27 Implements evidence-informed practices for infection prevention and control.	Choose an item.
1.28 Identifies strategies to address the determinants of health and implements these strategies if possible	Choose an item.
1.29 Identifies and analyzes health promotion and population health initiatives	Choose an item.
<b>Student Comments:</b>	
<b>Instructor Comments:</b>	
<b>2. Professional:</b> <i>Registered nurses are professionals who are committed to the health and well-being of clients. Registered nurses uphold the profession's practice standards and ethics and are accountable to the public and the profession.</i> <b>*Professionalism Competencies must be met at the "Level of Independence"</b>	<b>Feedback (instructor use only):</b>
2.1 Demonstrates accountability, accepts responsibility, and seeks assistance as necessary for decisions and actions within the legislated scope of practice.	Choose an item.
2.2 Demonstrates a professional presence, and confidence, honesty, integrity, and respect in all interactions.	Choose an item.
2.3 Exercises professional judgment when using agency policies and procedures, or when practicing in their absence.	Choose an item.
2.4 Maintains client privacy, confidentiality, and security by complying with legislation, practice standards, ethics, and organizational policies.	Choose an item.
2.5 Identifies the influence of personal values, beliefs, and positional power on clients and the health-care team and acts to reduce bias and influences.	Choose an item.
2.6 Establishes and maintains professional boundaries with clients and the healthcare team.	Choose an item.
2.7 Identifies and addresses ethical (moral) issues using ethical reasoning, seeking support when necessary.	Choose an item.
2.8 Demonstrates professional judgment to ensure social media and information and communication technologies (ICTs) are used in a way that maintains public trust in the profession.	Choose an item.
2.9 Adheres to the self-regulatory requirements of jurisdictional legislation to protect the public by: a. assessing own practice and individual competence to identify learning needs, b. developing a learning plan using a variety of sources, c. seeking and using new knowledge that may enhance, support, or influence competence in practice, and d. implementing and evaluating the effectiveness of the learning plan and developing future learning plans to maintain and enhance competence as a registered nurse.	Choose an item.
2.10 Demonstrates fitness to practice.	Choose an item.

2.12 Recognizes, acts on, and reports unprofessional conduct to the appropriate person, agency or professional body.	Choose an item.
2.13 Recognizes, acts on, and reports harmful incidences, near misses, and no harm incidences.	Choose an item.
2.14 Recognizes, acts on, and reports actual and potential workplace and occupational safety risks.	Choose an item.
<b>Student Comments:</b>	
<b>Instructor Comments:</b>	
<b>3. Communicator:</b> <i>Registered nurses are communicators who use a variety of strategies and relevant technologies to create and maintain professional relationships, share information, and foster therapeutic environments.</i>	<b>Feedback (instructor use only):</b>
3.1 Introduces self to clients and health-care team members by first and last name, and professional designation (protected title).	Choose an item.
3.2 Engages in active listening to understand and respond to the client's experience, preferences, and health goals.	Choose an item.
3.3 Uses evidence-informed communication skills to build trusting, compassionate, and therapeutic relationships with clients.	Choose an item.
3.4 Uses conflict resolution strategies to promote healthy relationships and optimal client outcomes.	Choose an item.
3.5 Incorporates the process of relational practice to adapt communication skills.	Choose an item.
3.6 Uses information and communication technology to support communication.	Choose an item.
3.7 Communicates effectively in complex and rapidly changing situations.	Choose an item.
3.8 Documents and reports clearly, concisely, accurately, and in a timely manner.	Choose an item.
<b>Student Comments:</b>	
<b>Instructor Comments:</b>	
<b>4. Collaborator:</b> <i>Registered nurses are collaborators who play an integral role in the health-care team partnership.</i>	<b>Feedback (instructor use only):</b>
4.1 Demonstrates collaborative professional relationships.	Choose an item.
4.2 Initiates collaboration to support care planning and safe, continuous transitions from one health-care facility to another, or to residential, community or home and self-care.	Choose an item.
4.3 Determines their own professional and interprofessional role within the team by considering the roles, responsibilities, and the scope of practice of others.	Choose an item.

4.4 Applies knowledge about the scopes of practice of each regulated nursing designation to strengthen intraprofessional collaboration that enhances contributions to client health and well-being.	Choose an item.
4.5 Contributes to health-care team functioning by applying group communication theory, principles, and group process skills.	Choose an item.
<b>Student Comments:</b>	
<b>Instructor Comments:</b>	
<b>5. Coordinator:</b> <i>Registered nurses coordinate point-of-care health service delivery with clients, the health-care team, and other sectors to ensure continuous, safe care.</i>	<b>Feedback (instructor use only):</b>
5.1 Consults with clients and health-care team members to make ongoing adjustments required by changes in the availability of services or client health status.	Choose an item.
5.2 Monitors client care to help ensure needed services happen at the right time and in the correct sequence.	Choose an item.
5.3 Manages time, resources and ambiguity in practice setting effectively and demonstrates effective time management skills.	Choose an item.
5.4 Demonstrates knowledge of the assignment and supervision process.	Choose an item.
5.5 Participates in decision-making to manage client transfers within health-care facilities	Choose an item.
5.7 Prepares clients for transitions in care.	Choose an item.
5.8 Prepares clients for discharge and provides necessary discharge education.	Choose an item.
5.9 Participates in emergency preparedness and disaster management.	Choose an item.
<b>Student Comments:</b>	
<b>Instructor Comments:</b>	

<b>6. Leader:</b> <i>Registered nurses are leaders who influence and inspire others to achieve optimal health outcomes for all.</i>	<b>Feedback (instructor use only):</b>
6.1 Applies knowledge of the Calls to Action of the Truth and Reconciliation Commission of Canada.	Choose an item.
6.2 Integrates continuous quality improvement principles and activities into nursing practice.	Choose an item.
6.3 Participates in innovative client-centered care models.	Choose an item.
6.4 Participates in creating and maintaining a healthy, respectful, and psychologically safe workplace.	Choose an item.

6.5 Recognizes the impact of organizational culture and acts to enhance the quality of a professional and safe practice environment.	Choose an item.
6.6 Demonstrates self-awareness through reflective practice and solicitation of feedback.	Choose an item.
6.7 Takes action to support culturally safe practice environments. a. Practice reflects consideration of diversity and inclusion	Choose an item.
6.8 Uses and allocates resources wisely.	Choose an item.
6.9 Provides constructive feedback to promote professional growth of other members of the health-care team.	Choose an item.
6.10 Demonstrates knowledge of the health-care system and its impact on client care and professional practice.	Choose an item.
6.11 Adapts practice to meet client care needs within a continually changing health-care system.	Choose an item.
<b>Student Comments:</b>	
<b>Instructor Comments:</b>	
<b>7. Advocate:</b> <i>Registered nurses are advocates who support clients to voice their needs to achieve optimal health outcomes. Registered nurses also support clients who cannot advocate for themselves.</i>	<b>Feedback (instructor use only):</b>
7.1 Recognizes and takes action in situations where client safety is actually or potentially compromised.	Choose an item.
7.2 Resolves questions about unclear orders, decisions, actions, or treatment.	Choose an item.
7.4 Advocates for health equity for all, particularly for vulnerable and/or diverse clients and populations.	Choose an item.
7.5 Supports environmentally responsible practice.	Choose an item.
7.6 Advocates for safe, competent, compassionate and ethical care for clients.	Choose an item.
7.7 Supports and empowers clients in making informed decisions about their health care and respects their decisions.	Choose an item.
7.8 Supports healthy public policy and principles of social justice. a. Using a social justice lens informed by the Community Health Professional Standards of Practice (CHNC, 2019) and the Nursing Code of Ethics (CNA, 2017), reflects on own nursing practice, personal beliefs, attitudes, and assumptions toward people experiencing marginalization and vulnerability	Choose an item.
7.9 Assesses that clients have an understanding and ability to be an active participant in their own care and facilitates appropriate strategies for clients who are unable to be fully involved.	Choose an item.
7.10 Advocates for client's rights and ensures informed consent, guided by legislation, practice standards, and ethics.	Choose an item.
7.11 Uses knowledge of population health, determinants of health, primary health care, and health promotion to achieve health equity.	Choose an item.

7.12 Assesses client's understanding of informed consent, and implements actions when client is unable to provide informed consent.	Choose an item.
7.13 Demonstrates knowledge of a substitute decision maker's role in providing informed consent and decision-making for client care.	Choose an item.
7.14 Uses knowledge of health disparities and health inequities to optimize health outcomes for all clients.	Choose an item.
<b>Student Comments:</b>	
<b>Instructor Comments:</b>	
<b>8. Educator:</b> <i>Registered nurses are educators who identify learning needs with clients and apply a broad range of educational strategies towards achieving optimal health outcomes.</i>	<b>Feedback (instructor use only):</b>
8.1 Develops an education plan with the client and team to address learning needs.	Choose an item.
8.2 Applies strategies to optimize client health literacy	Choose an item.
8.3 Selects, develops, and uses relevant teaching and learning theories and strategies to address a diversity of clients and contexts, including lifespan, family, and cultural considerations	Choose an item.
8.4 Evaluates effectiveness of health teaching and revises education plan if necessary.	Choose an item. Choose an item.
8.5 Assists clients to access, review, and evaluate information they retrieve using ICTs.	Choose an item.
<b>Student Comments:</b>	
<b>Instructor Comments:</b>	
<b>9. Scholar:</b> <i>Registered nurses are scholars who demonstrate a lifelong commitment to excellence in practice through critical inquiry, continuous learning, application of evidence to practice, and support of research activities.</i>	<b>Feedback (instructor use only):</b>
9.1 Uses best evidence to make informed decisions.	Choose an item.
9.2 Translates knowledge from relevant sources into professional practice.	Choose an item.
9.3 Engages in self-reflection to interact from a place of cultural humility and create culturally safe environments where clients perceive respect for their unique healthcare practices, preferences, and decisions.	Choose an item.
9.4 Engages in activities to strengthen competence in nursing informatics.	Choose an item.
9.5 Identifies and analyzes emerging evidence and technologies that may change, enhance, or support health care.	Choose an item.
9.6 Uses knowledge about current and emerging community and global health care issues and trends to optimize client health outcomes.	Choose an item.

9.8 Engages in practices that contribute to lifelong learning.	Choose an item.
9.9 Analyzes, applies, and demonstrates the following concepts: Culture, Adherence, Fluid and Electrolytes, Acid Base Balance, Sleep, Elimination, Perfusion, Gas Exchange, Inflammation, Mobility, Tissue Integrity, Sensory Perception, Fatigue, Stress, Coping, Mood and Affect, Cognition, Psychosis, Addiction, Professional Identity, Clinical Judgement, Ethics, Collaboration, Safety, Evidence, Health Care Quality, Care Coordination, Health Disparities (Equity), Health Care Organizations	Choose an item.

<b>Student Comments:</b>
<b>Instructor Comments:</b>

<b>Final Overall Comments (optional):</b>
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Student's Name (PRINT)

\_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Clinical Instructor's Name (PRINT)

\_\_\_\_\_

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*. For further information, please contact the Assistant Dean of Administration at the Faculty of Nursing.

**Link to CARNA document and Glossary:**

[https://nurses.ab.ca/docs/default-source/document-library/standards/entry-to-practice-competencies-for-the-registered-nurses-profession.pdf?sfvrsn=15c1005a\\_16](https://nurses.ab.ca/docs/default-source/document-library/standards/entry-to-practice-competencies-for-the-registered-nurses-profession.pdf?sfvrsn=15c1005a_16)