



# UNIVERSITY OF ALBERTA COLLABORATIVE BACCALAUREATE NURSING PROGRAM



Grande Prairie Regional College  
Grant MacEwan College  
Keyano College  
Red Deer College  
University of Alberta

## NURSING 3950 Fall 2009

### COURSE OUTLINE

#### Course Instructor:

Kelly Socha, RN, BScN

Office: H 133

Phone: 780-539-2028

Email: [ksocha@gprc.ab.ca](mailto:ksocha@gprc.ab.ca)

**\*\*Office Hours: Monday, Wednesday & Friday from 1200-1500hrs\*\***

**\*Office Hours Also By Appointment\***

#### Course Leader:

Linda Duval, RN, BScN, MEd in Counselling

Office: H 134

Phone: 780-539-2714 Cell: 780-228-0811

Email: [lduval@grpc.ab.ca](mailto:lduval@grpc.ab.ca)

Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, April 2007

Adapted for GPRC by Kelly Socha and Linda Duval, November 2008

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Approved: May 2008

## Nursing 3950 Course Outline

### CALENDAR STATEMENT:

**NURS 3950 Nursing Practice VI** \*7 (fi 14) (either term, 3-27c-1 in 7 weeks).

Practice focuses on restoration, rehabilitation and support (including health promotion and disease prevention) of clients across the life span who are experiencing more acute variances in health. Practice occurs in homes, acute care settings, or in community-based settings. Prerequisites: NURS 151, 291, 294, 295. Pre- or co requisite: NURS 390.

### COURSE HOURS:

LEC: 0 SEM: 21 CLINICAL: 189 LAB: 7

**Labs:** October 26 to October 29, 2009 - Schedule posted on Year 3 board & Blackboard

**Seminar:** Mondays 0830-1120 (C 316) - Tentative Seminar Schedule posted on Blackboard

**Clinical:** Community or Acute Care and Detoxification Unit

**\*\*\* Some agencies may require evening & weekend shifts\*\*\***

### WITHDRAW DEADLINES:

Last day to withdraw with permission is **November 27, 2009**.

**\*\*\*Please refer to the 2008-09 Grande Prairie Regional College Calendar for further details\*\*\***

### COURSE DESCRIPTION:

This clinical course will provide students with the opportunity to assess community as client, and to work with clients experiencing mental health issues. Students will continue to incorporate health promotion, and all levels of prevention in nursing practice with clients, families, groups and/or aggregates. Nursing practice over a continuous block of time will occur in various community and/or acute care settings.

### 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:** The clinical tutor provides input every now and then.

## COURSE OBJECTIVES:

In addition to maintaining competency with previous course objectives, upon completion of NURS 3950, the nursing student will be able to:

### PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE

1. Practice within the legal and ethical standards established by the College and Association of Registered Nurses of Alberta and the Canadian Nurses Association, and according to legislated scope of practice, and provincial and federal legislation.

**Independently:**

- demonstrate integrity
- demonstrate responsibility and accountability
- demonstrate respect for client's values, beliefs and rights

**With guidance:**

- demonstrate application of legal and ethical standards by:
  - practicing according to policies and procedures of host agencies and educational institution
  - using knowledge of scope of practice and professional legislation and Code of Ethics
  - confidentiality
  - using informed consent
  - preparing for clinical practice to provide safe, competent care
- take action on questionable orders, decisions or interventions of other health team members
- demonstrate commitment to the values of nursing of the profession of nursing and support of professional development of colleagues:
  - protect client's values, beliefs and rights.

2. Engage in strategies for social and political action at a beginning level.

**With guidance:**

- differentiate own values/needs/rights/obligations from values/needs/rights/obligations of others
- discuss formal and informal power structures in the context of social/political action in nursing situations:
  - recognize vulnerable and/or marginalized clients/families

- identify issues of power that require investigation
- identify nursing issues requiring social and political action:
  - identify programs which have arisen from social/political action
- discuss the role of the individual nurse in social/political action:
  - identify role in existing programs
  - empower clients
  - discuss client responsibilities
  - promote client autonomy and collaboration
  - support client in meeting their responsibilities
- discuss the role of professional nursing organizations in social and political action:
  - protection of public
  - position statements
  - allocation of resources
  - identify decision makers
  - identify policy-making individuals
- describe the planning process for engaging in social and political action:
  - identify information to be provided to client/family
  - identify funding sources (re: existing programs)
  - identify the funding process
  - discuss change theory
  - identify existing programs that address client/family needs
  - identify strategies and resources for social and political action
  - identify role of existing government policy
  - identify existing programs for transition
  - organize activity.

### 3. Demonstrate skills and attitudes necessary for life-long learning.

#### Independently:

- demonstrate personal responsibility for learning
- demonstrate an attitude of inquiry to enhance own learning related to nursing practice

#### With guidance:

- demonstrate the ability to develop informal (verbal) focused learning goals based on personal and/or client needs
- identify strengths and limitations of own competence, seeking assistance when necessary
- demonstrate an openness and receptivity to change:
  - seek and be receptive to feedback
  - act on feedback
- assume primary responsibility for attaining and maintaining competence using nursing practice standards.

### **KNOWLEDGE-BASED PRACTICE**

#### 4. Apply a critical thinking approach to nursing.

##### With guidance:

- apply critical thinking strategies in developing sound clinical judgment in relation to acute variances in health
- apply creative thinking, reflective thinking and insight in relation to acute variances in health for developing sound clinical judgment.

**5. Apply nursing knowledge, including knowledge from the arts, humanities, medical sciences, and social sciences into nursing practice.**

**With guidance:**

- use selected areas of nursing knowledge as well as knowledge from the arts, humanities, medical sciences and social sciences in response to acute variances in health
- use selected areas of knowledge related to scope of practice and professional legislation in nursing practice.

**6. Demonstrate evidence-based practice.**

**With guidance:**

- utilize credible resources (research studies, experts, and others)
- examine research findings related to nursing situations
- describe the significance of research to practice (research studies, experts, and others)
- identify nursing practice problems that require investigation.

**7. Apply nursing and other relevant models/theories in the professional practice of nursing.**

**With guidance:**

- explain the use of nursing models/theories/metaparadigms
- explore models/theories from other disciplines and their application into nursing
- explore the application of selected nursing models/theories into nursing practice.

**8. Demonstrate competence in healthcare informatics.**

**With guidance:**

- use a variety of selected information technology and other technology to support all scholarly activities and clinical practice.

**PROVISION OF SERVICE TO PUBLIC**

**9. Apply concepts and principles of primary health care (accessibility of health services, use of appropriate technology, individual and community participation, increased health promotion and disease prevention, inter-sectoral collaboration).**

**With guidance:**

- apply principles and concepts of primary health care with clients and families experiencing acute variations in health
- apply knowledge of health determinants in client situations
- apply selected health promotion activities with individuals, families and groups:
  - develop professional skills needed for taking action (e.g., teaching/learning)
  - create supportive environments

**With minimal assistance:**

- apply selected strategies with aggregates:
  - participate in existing programs.

**10. Demonstrate caring relationships in professional situations.**

**With guidance:**

- recognize how caring behaviors can influence health and healing
- demonstrate commitment to the ideal of caring
- recognize the uniqueness, worth and dignity of self and others
- demonstrate awareness and concern for individuals in the health care setting
- demonstrate caring behaviors in interpersonal activities with clients, peers and others in the health care setting
- demonstrate ability to engage in caring relationships with clients and colleagues in nursing practice:

- initiate, maintain and terminate professional relationships in a supportive manner
- social vs. therapeutic
- recognize situations requiring client advocacy.

**11. Collaborate with clients, community agencies, community members, and members of other disciplines in a variety of settings.**

**With guidance:**

- promote client participation, choice and control
- promote colleague participation, choice and control
- develop partnerships with colleagues, community members, community agencies and members of other disciplines
- interact with clients experiencing acute variations in health
- engage in inter-professional interaction.

**12. Demonstrate beginning leadership, management and administrative skills.**

**With guidance:**

- use effective time management strategies in co-coordinating client care
- describe leadership and management roles and competencies
- use decision-making processes
- effectively lead a small group
- perform an accurate appraisal of self and others
- effectively follow quality and risk management processes to enhance nursing practice

**With assistance:**

- apply principles of supervision (right: task, circumstance, person, direction).

**13. Demonstrate the ability to deal with ambiguity and diversity.**

**With guidance:**

- anticipate the need of clients
- identify effects of ambiguity and diversity in all learning environments
- identify ambiguity and diversity in selected nursing situations
- identify own pattern of dealing with the effects of ambiguity and diversity
- provide support to clients experiencing effects of ambiguity and diversity in times of transition
- assist clients in decision making related to the effects of ambiguity and diversity in selected nursing situations
- select appropriate strategies for dealing with the effects of ambiguity and diversity in selected nursing situations.

**14. Demonstrate competence in clinical reasoning in relation to verbal and written communication, psychomotor skills, nursing process, priority setting, client education, in the promotion, restoration, rehabilitation and maintenance of health.**

**With guidance:**

- apply nursing process
- use appropriate verbal communication skills:
  - using appropriate lines of communication
  - communicating and reporting relevant information in a timely manner
- use appropriate written communication skills:
  - documenting relevant information accurately and in a timely manner
- provide effective client education by:
  - applying principles of teaching and learning
  - identifying needed referrals
- prioritize nursing activities

- perform selected assessment skills in a competent manner
- perform selected psychomotor skills in a competent manner – clinical setting

**Independently:**

- perform selected psychomotor skills in a competent manner – lab setting.

**CONTEXT-BASED LEARNING****15. Demonstrate competency with the application of the elements of context-based learning to clinical experience seminars and pre-/post-conferences.****Independently:**

- effectively use self-directed learning
- effectively use critical thinking skills to facilitate learning of the group
- effectively use group process to facilitate learning of the group:
  - respect for the values and beliefs of others
  - responsibility and accountability for the learning of the group
  - group roles
  - caring behaviors
  - communication skills (verbal or written)
  - factors which influence the group.

**REQUIRED RESOURCES:**

1. Working Definitions (posted on Blackboard)
2. Map of Theoretical Labs, Clinical Labs and Clinical Seminars (posted on Blackboard)
3. Graduate Competencies and Year-end Outcomes (posted on Blackboard)
4. Canadian Nurses Association (CNA) Code of Ethics (posted on Blackboard)
5. Other site-specific resources

Austin, W. & Boyd, M.A. (2008). *Psychiatric nursing for Canadian practice*. Philadelphia, PA: Lippincott, Williams & Wilkins.

Osis, M. (2003). *Dosage calculations in SI units*. (4<sup>th</sup> ed.). Toronto, ON: Mosby.

**RECOMMENDED RESOURCES: (site specific)**

Balzer-Riley, J. (2004). *Communications in nursing* (5<sup>th</sup> ed.). Toronto, ON: Mosby.

Vollman, A.R., Anderson, E, & McFarlane, J. (2004). *Canadian community as partner*, New York: Lippincott.

Fortinash, K.M. & Holoday-Worret, P.A. (2007). *Psychiatric Nursing Care Plans*. (5<sup>th</sup> ed.). St. Louis, MI: Mosby Elsevier.

**REQUIRED LEARNING EXPERIENCES:**

**In order to pass NURS 3950, students must demonstrate safe ethical nursing practice, professional behavior, and complete the following experiences. Students are expected to implement previously learned nursing skills.**

1. During this course, students will have a continuous experience in community and/or acute care settings which will include nursing care of clients, families, groups and/or aggregates experiencing more acute variances in mental health.

2. Participate in site-selected lab activities (see ‘Map of Theoretical Labs, Clinical Labs and Clinical Seminars’).
3. Participate in therapeutic conversations with clients with mental health issues.
4. Using a primary care focus, examine mental health needs of a community group.
5. Participate in health promotion, and/or harm reduction, and/or illness prevention programs with clients, families, groups and/or aggregates experiencing more acute variances in mental health.
6. Collaborate with client, family, community, nurses and members of other disciplines.

### LABS:

Labs will be completed at the beginning of orientation. See orientation week schedule.

### SEMINARS:

Seminars are every Monday from 0830 – 1120hr in room C 316. All seminars will begin with check-in and are intended to be a “safe place” for students to discuss any issues that may have surfaced during clinical. Seminar topics will be discussed and how they relate to clinical practice. See tentative seminar schedule.

### CLINICAL PRACTICE:

Clinical Practice will take place in agencies dealing with mental health issues in the community, or acute care psychiatric setting, and an addictions detoxification setting. Clinical practice is considered to be **compulsory**. Absences will be dealt with according to guidelines for clinical/ lab absences, published in the Student Handbook. In the event of an **unavoidable absence**, students are **required to notify the clinical instructor and clinical site as soon as possible**. In the rare instance the student will need to "make up" missed clinical time, the student may be responsible for reimbursing the costs of a clinical tutor.

**\*\*\*A WEEK BEFORE your mental health placement, you will call the agency field guide you have been assigned to by the Clinical Placement Coordinator and make specific arrangements regarding agency orientation and scheduling. Important aspects of the program and expectations for you as a student within that setting will be reviewed with your field guide. The agencies will have a copy of your course outline and the methods by which you will be evaluated. The clinical instructor is responsible for student evaluation based in part on feedback from your field guides\*\*\***

#### Acute Care Psychiatric Nursing Guideline

1. As preparation for each clinical day, you are to familiarize yourself with the clients’ demographic information, previous and present admissions, multidisciplinary assessments, diagnoses, treatment & plan of care.
2. Your daily activities are expected to include “normal unit” activities, such as case conference and groups when appropriate. You will work 8 or 12 hour shifts, and may include weekends.
3. Identification must be worn at all times. Professional staff is identified by their first name only. Dress code is modest casual wear. Scrubs are permitted; however please do not wear purple scrubs. Blue jeans, tight pants, shorts, exposed midriffs, and open-toed shoes are not permitted.
4. Only notebooks, care plans and drug guides are taken onto the unit. Coats, overshoes, books and food are to remain in a designated location (i.e. locker room).

### **Detoxification Unit Nursing Guidelines**

1. Each student will work directly with an RN as you learn and practice the art of providing nursing care to individuals experiencing various addictions. You will observe, take direction, and carry out nursing care under the supervision of the RN. **As part of your experience at the detoxification unit, it is expected you do at least one presentation to a group of clients. You are responsible to notify the clinical instructor of the date and time of your presentation for the instructor to come and observe.** Students may work individually or in pairs.
2. You will work three 12-hour shifts (0800-2000) and are to arrive at 0745.
3. Identification must be worn at all times. Professional staff is identified by their first name only. Dress code is modest casual wear. Scrubs are permitted; however please do not wear purple scrubs. Blue jeans, tight pants, shorts, exposed midriffs, and open-toed shoes are not permitted.

### **Community Mental Health (CMH) Nursing Guidelines**

1. As a student you will be expected to work somewhat independently and in consultation with your field guide to meet your course objectives. However, you are not to lead groups independently.
2. Identification must be worn at all times. Dress code is modest casual wear. Blue jeans, tight pants, shorts, exposed midriffs, and open-toed shoes are not permitted.

### **Peace River Correctional Center**

1. The student will work directly with an RN as you learn and practice the art of providing nursing care to individuals who are incarcerated.
2. You will be provided with a locker to secure your personal effects; you must bring your own lock. Meals can be purchased for a minimal cost or you can bring your own lunch.
3. Identification must be worn at all times. Professional staff is identified by their first name only. Dress code is modest casual wear or scrubs. Blue jeans, tight pants, shorts, exposed midriffs, and open-toed shoes are not permitted. Lab coats are optional.

### **SUGGESTED OPTIONAL LEARNING EXPERIENCES: (site specific)**

1. Participate in programs for children with complex mental health issues.
2. Observe Electroconvulsive Therapy.
3. Observe and/or participate in therapy groups.
4. Observe and/or participate in a family conference.

### **GRADING SYSTEM:**

Assignments will be given an alpha grade according to the grading criteria for each assignment. Grades for each assignment will be translated into a 4-point equivalent; this number will be multiplied by the weighting of the assignment to determine a score. The scores for each assignment will be added together for a total score in the course. This score will be used to determine the final alpha grade for the course (A+ -- >F). **Students MUST pass the ENP in order to pass the course. If a student receives a grade of "F" in any one of the ENP criteria it constitutes a clinical failure on the ENP.**

Alpha Grade	4-point Equivalent	Designation
A+	4.0	Excellent
A	4.0	
A-	3.7	First Class Standing
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	Satisfactory
C	2.0	
C-	1.7	

The above are considered passing grades in Nursing courses

Alpha Grade	4-point Equivalent	Designation
D+	1.3	Minimal Pass
D	1.0	
F	0.0	Fail

The above are **NOT** considered passing grades in Nursing courses.

\*\*\*Please refer to the 2008-09 Grande Prairie Regional College Calendar for further details regarding the grading policy and Progression Criteria for the Bachelor of Science in Nursing program.\*\*\*

#### LATE POLICY FOR ASSIGNMENTS:

It is expected ALL assignments are completed in order to pass a course. All assignments are to be passed in at the time and place they are due. Extensions on assignments may be granted and must be negotiated with the instructor **prior** to the due date and with a date specified for late submissions. A penalty of a letter grade for each working day an assignment is submitted after the due date will be deducted from the final mark.

#### PLAGIARISM AND CHEATING:

\*\*\*Please refer to the 2008-09 Grande Prairie Regional College Calendar for further details on plagiarism and cheating\*\*\*

<http://www.gprc.ab.ca/about/administration/policies.html>

#### REQUIRED EVALUATION:

Nursing practice must be evaluated using the Evaluation of Nursing Practice (ENP) tool.

- ENP plus 1 other assignment (exceptions at discretion of Dean/Chair).
  - To encourage the development of self-reflective practice, it is recommended that client preparation, reflective practice, nursing care and learning plans be evaluated through discussion during the clinical day and post conference.

2. Evaluation of student's clinical performance:

**A formative and written summative Evaluation of Nursing Practice will be completed by the student and the tutor.**

This will be accomplished through observation assessment and evaluation of the student during nursing practice. Evaluations will be made by the tutor and may be supplemented with input from peers, the staff of an agency, and the client. Tutors are directed to refer to the current Evaluation of Nursing Practice document from the Evaluation Strategies Committee.

### MIDTERM EVALUATIONS:

Midterm evaluations will occur from **November 16 - 20, 2009**. The clinical instructor, in consultation with individual students, will arrange a date and time to either come to the clinical placement to meet with both the student and the field guide together OR to speak with the student and field guide over the telephone. For your midterm evaluation, please be prepared to discuss both your strengths and areas for improvement. In preparation, students will **submit a written self-evaluation to the instructor on or before November 13, 2009**.

### FINAL EVALUATIONS:

Final evaluations will occur from **November 30 - December 4, 2009**. During this time, the clinical instructor, in consultation with individual students, will arrange a date and time to either come to the clinical placement to meet with both the student and the field guide together OR speak with the student and instructor individually via telephone.

Final written evaluations are to take place on **December 11, 2009**. Specific times for the final written evaluation are to be arranged individually with the clinical instructor. Please submit your **completed ENP with written comments to the clinical instructor on or before December 7, 2009**.

### ASSIGNMENTS:

#### 1. JOURNALS, FIELD NOTES AND DISCUSSION BOARD

**A) Journal & Field Notes** Due: Every Monday by 0830hr

**\*\*There will be NO journal assignment due Monday, November 23, 2009\*\***

Journals & Field Notes are to be submitted on a weekly basis via Blackboard. **One comprehensive journal** entry AND **daily field notes** (which will include a point form overview of experiences AND **daily & cumulative** clinical hours) are required to be submitted as **one document** on a **weekly** basis.

**Comprehensive Journal Entries will include:**

1. Briefly describe a significant clinical experience.
2. Reflect on the impact this clinical experience has on your personal and professional growth.
3. Conduct values and beliefs clarification related to the experience, including development of emerging values and beliefs.
4. Integrate theoretical learning into practice by including relevant research and resources.
5. Acceptable grammar and spelling; proper use of APA formatting (i.e. – title page; referencing).

**B) Use of Discussion Board**

On discussion board, a weekly forum will run discussing possible issues that may arise during your clinical experience. The purpose of the discussion is to enhance your level of knowledge, and is **NOT** intended to discuss issues which took place in the clinical area. Such issues will be shared and discussed in seminar. **ALL** students are expected to contribute to the weekly discussions. As your instructor, I will be checking the discussion area regularly and will be providing individual feedback.

**2. PROCESS RECORDING Due: Monday, November 23, 2009 @ 0830hr**

The purpose of the process recording is to systematically analyze a therapeutic interaction with a client.

**Process:**

The student will obtain consent to record a therapeutic interaction. The process recording will include **four consecutive** interchanges between the client and the nursing student. The conversation will be audio taped. **Audiotape, transcription, and written assignment are to be submitted. Please ensure the client's anonymity is maintained by using initials in the written assignment.** Following marking, audiotapes are to be erased by the student to ensure client confidentiality. Tape recorders are available from media services in the college.

**Written Components of the Process Recording:**

1. Provide a brief history of the client including information relevant to your interview/session.
2. Critically describe the setting in which the conversation occurred.
3. Identify the goal(s) along with rationale for the interaction.
4. Chronologically and line-by-line document and **analyze each of the four interchanges** including the following information:
  - i) What the client said and did (verbal & non-verbal).
  - ii) What the student said and did (verbal & non-verbal).
  - iii) The student's thoughts and feelings during each interchange.
  - iv) The communication technique used including analysis of its effectiveness along with rationale.
  - v) The analysis of each interaction including critical evaluation of the client's response as well as an appropriate alternative student response along with rationale to improve the therapeutic quality of the communication. Alternative student responses are to be provided for every interaction.
5. Use acceptable grammar and spelling; proper use of APA formatting (i.e. title page; referencing).

**GRADE DISTRIBUTION:**

<b>Evaluation of Nursing Practice (ENP)</b>	<b>70%</b>
- Journals	
- Field Notes	
- Use of Discussion Board	
<b>Process Recording</b>	<b>30%</b>

**PROCESS RECORDING GRADING GUIDE**

<b>Assignment Components</b>	<b>(A) Excellent</b>	<b>(B) Very Good</b>	<b>(C) Good</b>	<b>(D) Marginal</b>	<b>(F) Unsatisfactory</b>
<b><i>Client History</i></b>	Contains all pertinent information related to client history & current presentation relevant to therapeutic interaction. Information is comprehensive, clear & concise.	Contains most pertinent information related to client history & current presentation relevant to therapeutic interaction. Information is clear & concise, but lacks some depth.	Contains some pertinent information related to client history & current presentation relevant to therapeutic interaction. Information is superficial and lacks depth & clarity.	Missing significant pertinent information related to client history & current presentation and includes some impertinent information. Information lacks clarity.	Missing most information related to client history & current presentation. Information is vague.
<b><i>Setting Description</i></b>	Thorough description and analysis of setting includes all internal & external factors influencing the interaction. Analysis includes all suggestions for change if necessary. Information is comprehensive, clear & concise.	Description and analysis of setting includes most factors influencing the interaction. Analysis has some suggestions for change if necessary. Information is clear & concise, but lacks some depth.	Description and analysis of setting is brief and superficially includes factors influencing the interaction. Analysis has minimal suggestions for change if necessary. Information is superficial and lacks depth & clarity.	Description and analysis of setting lacks pertinent information. Analysis does not include suggestions for change if necessary. Information lacks clarity.	Description of setting is vague and does not include analysis.
<b><i>Interaction Goal(s)</i></b>	Identifies reasonable & appropriate goal(s) for interaction with rationale. Information is comprehensive, clear & concise.	Identifies goal(s) that are mostly reasonable & appropriate for interaction with rationale. Information is clear & concise, but lacks some depth.	Identifies goal(s) that are somewhat reasonable & appropriate for interaction with some rationale. Information is superficial and lacks clarity & depth.	Identifies goal(s) that are mostly unreasonable & inappropriate for interaction with minimal rationale. Information lacks clarity.	Identifies goal(s) that are unreasonable & inappropriate for interaction. No rationale is included.

<p><b><i>Therapeutic Interchanges</i></b></p>	<p>All four interchanges are identifiable &amp; chronologically documented. All client &amp; student non-verbal communication are identified for each interchange. Student thoughts &amp; feelings are all identified and consistent with the interview for each interchange. Information is comprehensive, clear &amp; concise.</p>	<p>All four interchanges are identifiable &amp; chronologically documented. Most client &amp; student non-verbal communication are identified. Most student thoughts &amp; feelings are all identified and generally consistent with the interview. Information is clear &amp; concise, but lacks some depth.</p>	<p>All four interchanges are identifiable &amp; chronologically documented. Half of client &amp; student non-verbal communication and student thoughts &amp; feelings are identified. Information is superficial, shows incongruence and not as well organized &amp; clearly identifiable.</p>	<p>All four interchanges are identified. Less than half of client &amp; student non-verbal communication and student thoughts &amp; feelings are identified. Information lacks clarity &amp; organization and has minimal relevance to the interview.</p>	<p>All four interchanges are identified. Client &amp; student non-verbal communication, and/or student thoughts &amp; feelings are missing. Information is vague and inconsistent to interview.</p>
<p><b><i>Communication Technique(s)</i></b></p>	<p>Correctly identifies all communication technique(s) for each interchange. Provides accurate rationale &amp; analysis of effectiveness for using technique(s) identified for each interchange. Information is comprehensive, clear &amp; concise.</p>	<p>Correctly identifies most communication technique(s) with rationale &amp; analysis of effectiveness for using technique(s) for each interchange. Information is clear &amp; concise, but lacks some depth.</p>	<p>Correctly identifies some communication technique(s) with rationale &amp; analysis of effectiveness for using technique(s) for each interchange. Information is superficial and lacks depth &amp; clarity.</p>	<p>Mostly incorrectly identifies some communication technique(s) Provides rationale &amp; analysis of effectiveness for using technique(s) for each interchange. Information lacks clarity.</p>	<p>Incorrectly identifies communication technique(s). Does not provide rationale and/or analysis of effectiveness for using technique(s). Information is vague.</p>

<b><i>Analysis</i></b>	Accurate analysis & critical evaluation including all possible hypotheses for client response. Writes an appropriate alternative statement with rationale for each interchange. Critical thinking is evident in analysis of each interchange. Information is comprehensive, clear & concise.	Mostly accurate analysis & evaluation including most possible hypotheses for client response. Writes an appropriate alternative statement with rationale for each interchange. Critical thinking is mostly evident for each interchange. Information is clear & concise, but lacks some depth.	Somewhat accurate analysis & evaluation including some possible hypotheses for client response. Identifies some appropriate & inappropriate alternative statements with some rationale for each interchange. Information is superficial and lacks depth & clarity.	Mostly inaccurate analysis & evaluation of client response. Mostly identifies inappropriate alternative statements with minimal rationale for each interchange. Information lacks clarity.	Incorrect analysis & evaluation of client response. Identifies inappropriate alternative statements without rationale for each interchange. Information is vague.
<b><i>Format</i></b>	Clearly well organized. No grammatical or spelling errors. Accurate APA formatting.	Mostly well organized. Minimal grammatical or spelling errors. Most APA formatting is accurate.	Somewhat organized. Few grammatical or spelling errors. Some APA formatting errors.	Lacks organization. Several grammatical or spelling errors. Poor APA formatting.	Disorganized & confusing. Many grammatical or spelling errors. Improper APA formatting is evident.

**NS 3950: MIDTERM SELF EVALUATION**

**Name:** \_\_\_\_\_

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

1. What I want to get out of this clinical rotation:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Final grade I hope to achieve: \_\_\_\_\_

3. Three of my strengths are:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. Three areas I want to improve:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5. How I am going to work on my areas for improvement:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**NS 3950  
EVALUATION OF NURSING PRACTICE**

**A: Excellent    B: Very Good    C: Good, Average, Satisfactory    D: Minimal Pass    F: Fail**

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

<p><b>PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE</b></p> <p><b>1. Practice within the legal and ethical standards established by the College and Association of Registered Nurses of Alberta and the Canadian Nurses Association, and according to legislated scope of practice, and provincial and federal legislation.</b>  <b>Independently:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate integrity</li> <li>▪ demonstrate responsibility and accountability</li> <li>▪ demonstrate respect for client’s values, beliefs and rights</li> </ul> <p><b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate application of legal and ethical standards:                             <ul style="list-style-type: none"> <li>○ practise according to policies and procedures of host agencies and educational institution</li> <li>○ use knowledge of scope of practice and professional legislation and Code of Ethics</li> <li>○ confidentiality</li> <li>○ use informed consent</li> <li>○ prepare for clinical practice to provide safe, competent care</li> </ul> </li> <li>▪ <i>take action on questionable orders, decisions or interventions of other health team members</i></li> <li>▪ demonstrate commitment to the values of nursing of the profession of nursing and support of professional development of colleagues:                             <ul style="list-style-type: none"> <li>○ <i>protect clients’ values, beliefs and rights.</i></li> </ul> </li> </ul> <p><b>2. Engage in strategies for social and political action at a beginning level.</b>  <b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ differentiate own values/needs/rights/obligations from values/needs/rights/obligations of others</li> <li>▪ discuss formal and informal power structures in the context of social/political action in nursing situations:                             <ul style="list-style-type: none"> <li>○ recognize vulnerable and/or marginalized clients/families</li> <li>○ <i>identify issues of power that require investigation</i></li> </ul> </li> <li>▪ identify nursing issues requiring social and political action:                             <ul style="list-style-type: none"> <li>○ identify programs which have arisen from social/political action</li> </ul> </li> <li>▪ discuss the role of the individual nurse in social/political action:                             <ul style="list-style-type: none"> <li>○ identify role in existing programs</li> <li>○ empower clients</li> <li>○ discuss client responsibilities</li> <li>○ promote client autonomy and collaboration</li> <li>○ <i>support client in meeting their responsibilities</i></li> </ul> </li> <li>▪ discuss the role of professional nursing organizations in social and political action:                             <ul style="list-style-type: none"> <li>○ protection of public</li> <li>○ position statements</li> <li>○ <i>allocation of resources</i></li> </ul> </li> </ul>					

<ul style="list-style-type: none"> <li>○ <i>identify decision makers</i></li> <li>○ <i>identify policy-making individuals</i></li> <li>▪ describe the planning process for engaging in social and political action:             <ul style="list-style-type: none"> <li>○ identify information to be provided to client/family</li> <li>○ identify funding sources (re: existing programs)</li> <li>○ identify the funding process</li> <li>○ discuss change theory</li> <li>○ identify existing programs that address client/family needs</li> <li>○ identify strategies and resources for social and political action</li> <li>○ <i>identify role of existing government policy</i></li> <li>○ <i>identify existing programs for transition</i></li> <li>○ <i>organize activity.</i></li> </ul> </li> </ul> <p><b>3. Demonstrate skills and attitudes necessary for life-long learning.</b></p> <p><b>Independently:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate personal responsibility for learning</li> <li>▪ demonstrate an attitude of inquiry to enhance own learning related to nursing practice</li> </ul> <p><b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate the ability to develop informal (verbal) focused learning goals based on personal and/or client needs</li> <li>▪ identify strengths and limitations of own competence, seeking assistance when necessary</li> <li>▪ demonstrate an openness and receptivity to change:             <ul style="list-style-type: none"> <li>○ seek and be receptive to feedback</li> <li>○ act on feedback</li> </ul> </li> <li>● assume primary responsibility for attaining and maintaining competence using nursing practice standards.</li> </ul>					
<p><b>KNOWLEDGE-BASED PRACTICE</b></p> <p><b>4. Apply a critical thinking approach to nursing.</b></p> <p><b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ apply critical thinking strategies in developing sound clinical judgment in relation to acute variances in health</li> <li>▪ apply creative thinking, reflective thinking and insight in relation to acute variances in health for developing sound clinical judgment.</li> </ul> <p><b>5. Apply nursing knowledge, including knowledge from the arts, humanities, medical sciences, and social sciences into nursing practice.</b></p> <p><b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ utilize selected areas of nursing knowledge as well as knowledge from the arts, humanities, medical sciences and social sciences in response to acute variances in health</li> <li>▪ use selected areas of knowledge related to scope of practice and professional legislation in nursing practice.</li> </ul> <p><b>6. Demonstrate evidence-based practice.</b></p> <p><b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ utilize credible resources (research studies, experts, and others)</li> <li>▪ examine research findings related to nursing situations</li> <li>▪ describe the significance of research to practice (research studies, experts, and others)</li> <li>▪ identify nursing practice problems that require investigation.</li> </ul>					

<p><b>7. Apply nursing and other relevant models/theories in the professional practice of nursing.</b>  <b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ explain the use of nursing models/theories/metaparadigms</li> <li>▪ explore models/theories from other disciplines and their application into nursing</li> <li>▪ explore the application of selected nursing models/theories into nursing practice.</li> </ul> <p><b>8. Demonstrate competence in health care informatics.</b>  <b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ use a variety of selected information technology and other technology to support all scholarly activities and clinical practice.</li> </ul>					
<b>PROVISION OF SERVICE TO PUBLIC</b>					
<p><b>9. Apply concepts and principles of primary health care (accessibility of health services, use of appropriate technology, individual and community participation, increased health promotion and disease prevention, intersectoral collaboration).</b>  <b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ apply principles and concepts of primary health care with clients and families experiencing acute variations in health</li> <li>▪ apply knowledge of health determinants in client situations</li> <li>▪ apply selected health promotion activities with individuals, families and groups: <ul style="list-style-type: none"> <li>○ develop professional skills needed for taking action (e.g., teaching/learning)</li> <li>○ create supportive environments</li> </ul> </li> </ul> <p><b>With minimal assistance:</b></p> <ul style="list-style-type: none"> <li>▪ <i>apply selected strategies with aggregates:</i> <ul style="list-style-type: none"> <li>○ <i>participate in existing programs.</i></li> </ul> </li> </ul>					
<p><b>10. Demonstrate caring relationships in professional situations.</b>  <b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ recognize how caring behaviors can influence health and healing</li> <li>▪ <i>demonstrate commitment to the ideal of caring</i></li> <li>▪ recognize the uniqueness, worth and dignity of self and others</li> <li>▪ <i>demonstrate awareness and concern for individuals in the health care setting</i></li> <li>▪ demonstrate caring behaviors in interpersonal activities with clients, peers and others in the health care setting</li> <li>▪ demonstrate ability to engage in caring relationships with clients and colleagues in nursing practice: <ul style="list-style-type: none"> <li>○ initiate, maintain and terminate professional relationships in a supportive manner</li> <li>○ social vs. therapeutic</li> <li>○ recognize situations requiring client advocacy.</li> </ul> </li> </ul>					
<p><b>11. Collaborate with clients, community agencies, community members, and members of other disciplines in a variety of settings.</b>  <b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ promote client participation, choice and control</li> <li>▪ promote colleague participation, choice and control</li> <li>▪ develop partnerships with colleagues, community members, community agencies and members of other disciplines</li> <li>▪ interact with clients experiencing acute variations in health</li> <li>▪ engage in inter-professional interaction.</li> </ul>					

<p><b>12. Demonstrate beginning leadership, management and administrative skills.</b>  <b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ use effective time management strategies in coordinating client care</li> <li>▪ describe leadership and management roles and competencies</li> <li>▪ use decision-making processes</li> <li>▪ effectively lead a small group</li> <li>▪ perform an accurate appraisal of self and others</li> <li>▪ effectively follow quality and risk management processes to enhance nursing practice</li> </ul> <p><b>With assistance:</b></p> <ul style="list-style-type: none"> <li>▪ apply principles of delegation (right: task, circumstance, person, direction, supervision).</li> </ul> <p><b>13. Demonstrate the ability to deal with ambiguity and diversity.</b>  <b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ anticipate the need of clients</li> <li>▪ identify effects of ambiguity and diversity in all learning environments</li> <li>▪ identify ambiguity and diversity in selected nursing situations</li> <li>▪ identify own pattern of dealing with the effects of ambiguity and diversity</li> <li>▪ provide support to clients experiencing effects of ambiguity and diversity in times of transition</li> <li>▪ <i>assist clients in decision making related to the effects of ambiguity and diversity in selected nursing situations</i></li> <li>▪ select appropriate strategies for dealing with the effects of ambiguity and diversity in selected nursing situations.</li> </ul> <p><b>14. Demonstrate competence in clinical reasoning in relation to verbal and written communication, psychomotor skills, nursing process, priority setting, client education, in the promotion, restoration, rehabilitation and maintenance of health.</b>  <b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ apply nursing process</li> <li>▪ use appropriate verbal communication skills: <ul style="list-style-type: none"> <li>○ using appropriate lines of communication</li> <li>○ communicating and reporting relevant information in a timely manner</li> </ul> </li> <li>▪ use appropriate written communication skills: <ul style="list-style-type: none"> <li>○ documenting relevant information accurately and in a timely manner</li> </ul> </li> <li>▪ provide effective client education by: <ul style="list-style-type: none"> <li>○ applying principles of teaching and learning</li> <li>○ identifying needed referrals</li> </ul> </li> <li>▪ prioritize nursing activities</li> </ul> <p><b>Independently:</b></p> <ul style="list-style-type: none"> <li>▪ perform selected psychomotor skills in a competent manner – lab setting</li> </ul> <p><b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ perform selected assessment skills in a competent manner</li> <li>▪ perform selected psychomotor skills in a competent manner – clinical setting.</li> </ul>					
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<p><b>CONTEXT-BASED LEARNING</b></p> <p><b>15. Demonstrate competency with the application of the elements of context-based learning to clinical experience seminars and pre-/post-conferences.</b></p> <p><b>Independently:</b></p> <ul style="list-style-type: none"> <li>▪ effectively use self-directed learning</li> <li>▪ effectively use critical thinking skills to facilitate learning of the group</li> <li>▪ effectively use group process to facilitate learning of the group:             <ul style="list-style-type: none"> <li>○ respect for the values and beliefs of others</li> <li>○ responsibility and accountability for the learning of the group</li> <li>○ group roles</li> <li>○ caring behaviors</li> <li>○ <b>communication skills (verbal or written)</b></li> <li>○ factors which influence the group.</li> </ul> </li> </ul>					