



**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM**

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

**NURSING 3950 – Winter 1 [AC1\_A3] and Winter 2 [BC1\_B3]**

**2011 - 2012 COURSE OUTLINE**

Originally developed by the Clinical Experience Development Committee  
Revised by the Learning Experiences Development Committee, April 2010

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Department of Nursing Education and Health Studies

**Course Outline – Winter 2012****NURS 3950 Nursing Practice VI 7 (0-3-28) UT 217 Hours in 7 Weeks**

<b>GROUP</b>	<b>WINTER 1 – Group A AC1_A3</b>	
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<b>GROUP</b>	<b>WINTER 2 – Group B BC1_B3</b>		
<b>INSTRUCTORS</b>	Kelly Socha	Kim Fraser, RPN, RN, BScPN	Liz Richard, RN, MN [Course Leader]
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<b>OFFICE HOURS</b>	<b>Friday's 0900-1130 and by appointment.</b>		

**REQUIRED RESOURCES (Available on Moodle):**

1. Working Definitions
2. Map of Theoretical Labs, Clinical Labs and Clinical Seminars
3. Graduate Competencies and Year-end Outcomes
4. NS 3950: Evaluation of Nursing Practice (ENP)
5. Canadian Nurses Association (CNA) Code of Ethics

**REQUIRED TEXTBOOKS:**

American Psychological Association. (2010). Publication manual of the American Psychological Association, (6th ed.). Washington, DC: Author.

Austin, W., & Boyd, M.A. (2008). Psychiatric and mental health nursing for Canadian practice. (2nd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Balzer-Riley, J. (2008). Communications in nursing. (6th ed.). Toronto, ON: Mosby.

Nursing drug guide.

**\*\*\*For students in Community Projects Only\*\*\***

Diem, E., & Moyer, A. (2005). Community health projects: Making a difference. Philadelphia, PA: Lippincott, Williams & Wilkins.

**RECOMMENDED RESOURCES:**

Foley, M. (2010). Lippincott's handbook for psychiatric nursing and care planning. Philadelphia, PA: Lippincott.

Vollman, A.R., Anderson, E.T., & McFarlane, J. (2008). Canadian community as partner: Theory and multidisciplinary practice. (2nd ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

**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 lab activities.
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.

**REQUIRED EVALUATION:**

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

1. ENP plus 1 other assignment:

- To encourage the development of self-reflective practice, it is recommended 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.

**CALENDAR DESCRIPTION:**

**NURS 3950 Nursing Practice VI 7 (0-3-28) UT 217 Hours 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.

**PREREQUISITE(S)/COREQUISITE:** PZ 1510, NS 2910, 2940, 2950 / NS 3900.

**WITHDRAWL DEADLINES:**

Last day to withdraw with permission	<b>Group A</b>	<b>Group B</b>
	January 31, 2012	March 27, 2012

**CREDIT/CONTACT HOURS:**      LEC: 0              SEM: 21              CLINICAL: 189              LAB: 7

**Lab:** Orientation Schedule is posted on Moodle, 3rd Year board & Instructor office doors

You are expected to wear scrubs or office casual wear **except** during Nonviolent Crisis Intervention Training (NVCI). Wear comfortable, flexible clothing and running shoes for NVCI.

<b>Group A</b>	<b>Group B</b>
January 5, 0900 – 1630	February 27
January 6, 1030 – 1700	February 28
January 9, 0900-1630	February 29

**Seminar: Fridays 1130-1420**

<b>Group A</b>		<b>Group B</b>	
Linda's Group – H225	Kim's Group – B302	Kelly's Group – H225	Kim's Group – B302
Combined Seminars in H225: January 13, 27 & February 17 Separate Seminars in assigned rooms above: January 30, February 3 & 10		All seminars will be held separately.	

## **DELIVERY MODE(S):**

**Labs:** See Lab section above or orientation schedule for details of dates, times, and rooms.

Labs are intended to help students prepare for the mental health clinical experience. Previous concepts learned will be reviewed through discussion, video, and applied through various experiential exercises.

Concepts to be reviewed will include: therapeutic relationships, goals, techniques; mental status examination; dementia, depression, schizophrenia, anxiety, bipolar illness; suicide/homicide risk assessment; triggers, grounding, touch, self-disclosure; substance abuse and boundaries. **Students are expected to independently review the following: psychotropic medications; change theory; developmental stages; solution-focused therapy; any other identified information specific to agencies.**

### **Seminars:**

Seminars are intended to be a “safe place” for students to discuss experiences from clinical practice. Please be prepared to discuss the meaning related to clinical experiences and how these relate to your professional practice. If weather does not allow travel, teleconferencing will be available. You are responsible to let your instructor know as soon as possible, preferably at least the day prior and provide a phone number so you can be called in. Make sure this is not a cell number, and the space is private in order to maintain confidentiality.

### **Clinical Practice: \*\*\* Some agencies may require evening & weekend shifts\*\*\***

Clinical Practice will take place in agencies dealing with mental health issues in the community, acute care psychiatric setting, and/or an addictions detoxification setting.

**\*\*\*AS SOON AS POSSIBLE BEFORE your mental health placement, ALL students will call the agency field guide you have been assigned 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 final evaluation grade based in part on feedback from your field guides\*\* \***

**\*\*\*For Students in Community Projects, you will contact Ali Al-Asadi to set up an appointment to discuss your questionnaire/survey and consultation for synthesis phase. Mr. Al-Asadi is located in C 402; phone number is: (780)539-2061 and email address is: [AAI-Asadi@GPRC.ab.ca](mailto:AAI-Asadi@GPRC.ab.ca) \*\*\***

### **Detoxification Unit Nursing Guidelines:**

1. Students will work directly with an RN as you learn and practice the art of providing nursing care to individuals detoxing from addictions to various substances. You will observe, take direction, and carry out nursing care under the supervision of the RN.
2. You will work 8 or 12-hour shifts (0800-1600 or 0800-2000) and are to arrive at 0745. **As part of your experience at the detoxification unit, it is suggested 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.
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 midriiffs, 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 course objectives. However, you are not to lead process groups independently.
2. Identification must be worn at all times. Dress code is modest casual wear. Blue jeans, tight pants, shorts, exposed midriiffs, 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 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.

**Clinical Learning Unit (CLU): Acute Care Psychiatric Nursing Guidelines:**

A Clinical Learning Unit is a model of learning intended to encourage increased independence and integration into the area of acute care psychiatric nursing practice. Students will be expected to work semi-independently. Students will be 'adopted' by unit staff providing an opportunity to work directly with several different staff members throughout the clinical rotation. The common goal is to provide a safe learning environment for the student; each member of the team shares roles & responsibilities toward achieving this goal. These are outline in the CLU Fact Sheet (posted on Moodle).

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 12 hour shifts.
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, outdoor footwear, and food are to remain in a designated location (i.e. locker room).

**Community Project Guidelines:**

Community projects are an element of community mental health nursing practice. Projects arise from an identified need or concern within an agency. Projects help in breaking down large, long-term initiatives into smaller components that can be evaluated (Diem, 2005). According to Diem, projects have three general purposes:

1. Programming and evaluation of short-term health promotion/illness prevention strategies.
2. Informing agencies about a process to address an identified need.
3. Developing knowledge about community mental health issues.

Community mental health projects are an opportunity to explore nursing practice from a different viewpoint. You will have an opportunity to interact with clients but the focus is on primary prevention rather than secondary or tertiary care.

Community mental health projects in NS 3950 are generally identified by the agency. Students assist the agency in meeting short-term goals related to the project and provide results in the form of a final presentation. Projects vary in topic and students will be expected to carry out a number of responsibilities identified in the contract with the agency. Supervision of the project is done collaboratively with the agency and the instructor.

Students will work in pairs on projects. It is expected students will share responsibilities equally. Peer feedback will be included in the determination of the assignment grade. The clinical agency contact will have input into the final evaluation of nursing practice (ENP).

**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.

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

### **Overarching statements:**

Students are responsible to familiarize themselves with *Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2010-2011*. Attention must be given to the competencies identified as being relevant to NURS 3950.

Students must regularly refer to the document entitled *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011*. Attention must be given to the Year 3 Column. This document serves as the basis for the evaluation of students' clinical practice.

All students must practice in a manner consistent with:

- CARNA Nursing Practice Standards (2003) and all other CARNA standards.
  - The CNA Code of Ethics for Registered Nurses (2008).
1. Demonstrate, with minimal guidance, the processes of self-directed learning, critical thinking, and context-based learning in a variety of community and/or acute care settings.
  2. Demonstrate, 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 2010-2011*.
  3. Demonstrate, with minimal guidance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing mental health issues, in a variety of community and/or acute care settings.
  4. Demonstrate, with minimal guidance, the ability to provide evidence-based, competent nursing care to clients experiencing more acute variances in health, in a variety of community and/or acute care settings.
  5. With guidance assess the mental health needs of the community as client.

6. Demonstrate the ability to integrate knowledge into clinical practice.

**TRANSFERABILITY:**

\*\* This course is part of a block transfer agreement with the University of Alberta in the Collaborative BScN Program. Admission to fourth year of the Program and registration at the U of A will be contingent upon confirmation by the Faculty of Nursing that the first three years of the Program have been completed with satisfactory academic standing. For promotion to Year 4, a student is required to pass all previous courses and obtain a minimum cumulative GPA of 2.0 on a 4.0 point scale in the first three years of the program. If these conditions are met, the student will be granted a block transfer of work completed at GPRC to the U of A record\*\*

**GRADING CRITERIA:**

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 an "F" in any of the ENP criteria it constitutes a clinical failure on the ENP. Students may receive a grade of D or D+ in an assignment, but must have an overall grade of C- to achieve a passing grade in a nursing course.**

GRADING CONVERSION CHART			
ALPHA GRADE	PERCENTAGE CONVERSION (%)	4-POINT EQUIVALENT	DESCRIPTOR
A+	95 – 100	4.0	Excellent
A	90 – 94.9	4.0	
A-	85 – 89.9	3.7	Very Good First Class Standing
B+	80 – 84.9	3.3	
B	75 – 79.9	3.0	Good
B-	70 – 74.9	2.7	
C+	66 – 69.9	2.3	Satisfactory
C	63 – 65.9	2.0	
C-	60 – 62.9	1.7	
D+	55 – 59.9	1.3	Poor
D	50 – 54.9	1.0	Minimal Pass
F	0 – 49.9	0.0	Failure
WF	0	0.0	Fail Withdrawal after the deadline

**COURSE EVALUATIONS:**

Assignments	Weighting
Community Project (Applies to 2 students assigned to Project only): <ul style="list-style-type: none"> <li>• Written summary of initiation &amp; working phase including timeline &amp; annotated bibliography</li> <li>• Written summary of synthesis phase and presentation</li> </ul>	10%  20%
Process Recording	30%
Evaluation of Nursing Practice (ENP): <ul style="list-style-type: none"> <li>• Field Notes or Weekly Evaluation of Project</li> <li>• Journals</li> <li>• Discussion Board and/or Student-Led Forum</li> </ul>	70%
Project plus ENP <b>OR</b> Process Recording plus ENP	100%

**EVALUATIONS:**

**Field Notes: Daily Field Notes** are to be posted on Moodle on a **weekly** basis.

**Due Dates:**

Group A	Group B
January 13, 20, 27, and February 3, 10, & 17, 2012 by 1630	March 9, 16, 23, 30 and April 5, 2012 by 1630

Field Notes are a point form overview of your experiences including:

1. Number of clients along with their age, gender, and diagnosis/presenting issue.
2. Titles of videos, books, or other resources utilized in APA referencing format.
3. Names of in-services, groups, or conferences attended.
4. Other daily routines or experiences.
5. Include your total weekly and cumulative clinical hours.

**Project Weekly Summary: \*\*For students in Community Projects Only\*\***

**Project Weekly Summary** is to be posted on Moodle on a **weekly** basis. **The template for the Weekly Project Summary will be posted on Moodle.**

**Due Dates:**

Group A	Group B
January 13, 20, 27, and Feb. 3, 10, & 17, 2012 by 1630	March 9, 16, 23, 30 and April 5, 2012 by 1630

Weekly Project Summaries are a point form overview of:

1. Purpose of weekly activities.
2. Activities and accomplishments completed during the week.
3. Comments and/or questions relating to weekly activities.
4. Further ideas and/or plans.
5. Evaluation/feedback received from the project peer.
6. Plan for the following week.
7. An individual assessment.

**Journal Assignments:** Journal assignments are to be posted on Moodle. The number of journal submissions may vary from each group, as some may be replaced with other forms of evaluation.

**Due Dates:**

Group A	Group B
January 16, 30, and February 6 & 13, 2012 by 0830	March 12 & 19 and April 2, 2012 by 0830

A comprehensive journal entry includes:

1. Briefly describe a significant clinical experience or an event that triggered your curiosity about a topic.
2. Reflect on the impact this clinical experience or event has on your personal **and** professional growth.
3. Conduct a 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, spelling, and APA referencing and formatting.

**Discussion Board and/or Student-Led Forum:**

<b>Group A</b>	<b>Student-led forum</b> is to be used for sharing critical thoughts, supported by evidence, and research knowledge. This forum will be shared by both student groups so you can gain understanding and knowledge in all practice areas assigned for this clinical group.
<b>Group B</b>	<b>Discussion Board</b> is to be used for sharing critical thoughts, supported by evidence, and research knowledge. You are <b>required to respond</b> to the instructor led forum on discussion board on <b>March 5, 2012 by 1630hrs.</b>

**Process Recording Assignment:** The purpose of the process recording is to systematically analyze a therapeutic interaction with a client.

**Due Date:**

Group A	Group B
January 23, 2012 by 1630	March 26, 2012 by 0830

**Process:**

The student will obtain consent to record a therapeutic interaction. The conversation will be audio taped. The process recording will include **four consecutive** interchanges between the client and the nursing student **starting with the student response**. Only transcribe the four interchanges you have chosen to analyze. **Audiotape, transcription, and written assignment are to be submitted in hardcopy.** 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. Recording devices are available from your instructor.

**Written Components of the Process Recording: Grade Descriptor (posted on Moodle)**

1. Provide a concise history of the client including information relevant to your interview/session.
2. Critically describe the internal & external setting of the conversation. Identify & explain whether or not you would make suggestions for any change of the setting.
3. Identify the goal(s), including rationale, for the interaction.
4. Chronologically and line-by-line document the **four consecutive interchanges** including the following information:

- i) Student Response: identify both verbal & non-verbal communication for each interchange.
  - ii) Client Response: identify both verbal & non-verbal communication for each interchange.
  - iii) Identify and explain student’s thoughts and feelings for each interchange.
  - iv) Identify the communication technique(s) used, including verbal and/or non-verbal communication, and rationale for using the select communication technique(s). Please identify and explain whether or not the technique(s) was effective.
  - v) Critically evaluate the client’s response by hypothesizing all possible explanations for the client’s verbal & non-verbal responses for each interchange.
  - vi) Provide an alternative student response including rationale for each interchange.
5. Use acceptable grammar, spelling, and APA referencing and formatting, including a title page.

**Community Project Assignment: \*\*For students in Community Projects only\*\***

The purpose of the project assignment is to systematically assess and analyze results of an aggregate population. Some agencies will require flexibility in your time schedule in order to be able to make direct contact with the target population. The following components will be included in the project (**Grade Descriptor posted on Moodle**):

- 1. A timeline for completion of goals and responsibilities.
- 2. Weekly evaluation of project goals.
- 3. A 2-4 page summary of the Initiation and Working phases of the project excluding a timeline and annotated bibliography. Please add timeline and annotated bibliography as attachments.
- 4. A 5-7 page summary of the Synthesis phase of the project.
- 5. Final presentation of project results to the agency, key informants, identified relevant community agencies/service providers, instructor, and peers.
- 6. Use acceptable grammar, spelling, APA referencing, and formatting.
- 7. Please submit all assessment data/notes, and survey questionnaires completed during interviews with clients and key informants. Please **ensure the client’s anonymity** is maintained **by using initials** in the written assignments.

**Due Dates:**

<b>Assignment:</b>	<b>Group A</b>	<b>Group B</b>
<b>Initiation &amp; Working Phase:</b>	<b>January 27, 2012 by 1130</b>	<b>March 23, 2012 by 1130</b>
<b>Synthesis Phase:</b>	<b>February 10, 2012 by 1130</b>	<b>April 5, 2012 by 1130</b>
<b>Presentation:</b>	<b>February 14, 2012 @ 1500 (Room TBA)</b>	<b>April 12, 2012 @ 0900 (Room TBA)</b>

**Initiation & Working Phase:**

- 1. A timeline for completion of goals and responsibilities.
- 2. An annotated bibliography. **Do not use the same sources for each annotated bibliography.**
  - i. Annotated bibliography will include a summary of 5 research articles unless research availability is limited.
  - ii. The annotated bibliography summary will include a brief overview of the research conducted including limitations, significant findings as a result of the research, and how these findings relate to your contract goals.
- 3. A consent form to participate in the project will be developed using the existing template. It will be developed to accommodate the target population.
- 4. Development of survey(s) to be conducted throughout project will be developed.
- 5. A 2-4 page summary of the Initiation and Working phases of the project.
- 6. Use acceptable grammar, spelling, APA referencing, and formatting.

**Synthesis Phase:**

1. A 5-7 page summary of the Synthesis phase of the project.
2. Final presentation of the project including results and recommendations to the agency, key informants, identified relevant community agencies/service providers, instructor, and peers.
3. A project report and portfolio (see Chapter 8 in Diem & Moyer) will be completed and given to both the agency & the instructor.
4. Use acceptable grammar, spelling, APA referencing, and formatting.
5. Please submit all assessment data/notes, and survey questionnaires completed during interviews with clients and key informants. Please **ensure the client's anonymity** is maintained by **using initials** in the written assignments.

**MIDTERM EVALUATIONS:**

The clinical instructor, in consultation with individual students and/or field guides, will arrange a date and time to come to the clinical placement to meet with both the student and the field guide together. **For your midterm evaluation, please be prepared to discuss both your strengths and areas for improvement.** You are not obligated to complete the ENP, but **you are expected to review your progress according to the ENP in preparation for your mid-term evaluation.**

	<b>To be booked between the approximate dates of:</b>
<b>Group A</b>	<b>January 19 – 25th, 2012</b>
<b>Group B</b>	<b>March 19-23, 2012</b>

**FINAL EVALUATIONS:**

**Field Guide Feedback:**

The clinical instructor, in consultation with individual students and/or field guides, will arrange a date and time to collect final evaluation feedback from field guides. This feedback will be considered in assigning a final grade.

	<b>To be booked between the approximate dates of:</b>
<b>Group A</b>	<b>February 8 – 14th, 2012</b>
<b>Group B</b>	<b>Week of April 9-13, 2012</b>

**Student Self-Evaluation:**

**Students are required to complete and submit an ENP.** Any additional information can be added at the time of the final written evaluation.

	<b>Self-evaluation to be completed by:</b>
<b>Group A</b>	<b>February 13th, 2012 by 1630</b>
<b>Group B</b>	<b>April 9, 2012 by 0830</b>

**Final Written Evaluation:**

Students will meet individually with their instructor at which time a final ENP grade will be assigned. A sign-up sheet will be brought to one of the seminars or your instructor will email you the time/date of your final evaluation.

<b>Group A</b>		<b>Group B</b>	
Linda's Group – H202	Kim's Group – H131	Kelly's Group – H133	Kim's Group – H131
February 17, 2012		April 13, 2012	

**STUDENT RESPONSIBILITIES:**

**Nursing Program Policies and Dates:**

Please refer to the 2011/12 Grande Prairie Regional College Calendar at <http://www.gprc.ab.ca/programs/calendar/> and the University Of Alberta Collaborative Baccalaureate Nursing Program with Grande Prairie Regional College Student Handbook for specific nursing program policies and dates.

**Late Assignment Policy:**

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 grade. For example, a paper scored at B+ would receive an adjusted grade of B if handed in one day late. Late assignments are due by 4:00 p.m. and **must be verified (stamped with date and time)** by nursing office personnel. If the paper is passed in after a weekend the weekend will count as one working day. When submitting assignments electronically, it is the student’s responsibility to ensure the assignment has been received. Please speak with your clinical instructor to clarify assignment submission requirements.

**Plagiarism and Cheating:**

Refer to the 2011-2012 Grande Prairie Regional College Calendar for Academic Regulations regarding Plagiarism, Cheating and penalties related to these Academic offences. Students need to be familiar with College policies as well as their Rights and Responsibilities related to Student Conduct. The instructor reserves the right to use electronic plagiarism detection services.

Refer to the 2011-2012 Grande Prairie Regional College Calendar for Academic Regulations regarding Plagiarism, Cheating and penalties related to these Academic offences. Students need to be familiar with College policies as well as their Rights and Responsibilities related to Student Conduct. The instructor reserves the right to use electronic plagiarism detection services.

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/](http://www.gprc.ab.ca/about/administration/policies/)

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

**Attendance:**

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**.

**COURSE SCHEDULE/TENTATIVE TIMELINE:**

Group A	Group B
Clinical Days vary according to agency schedule; some may include evening and/or weekend shifts	
Labs are scheduled for 3-4 days prior to clinical start (See Lab above for further details)	
Seminars are on Fridays from 1130-1420 (See Seminar above for further details)	
Assignments (See Evaluations above for due dates)	