



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**
Grande Prairie Regional College
MacEwan
Keyano College
Red Deer College
University of Alberta

NURSING 491

2006 – 2007 COURSE OUTLINE

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Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, April 2006

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Approved: May 2006

Nursing 491 Course Outline

CALENDAR STATEMENT:

NURS 491 Nursing Practice VII *7 (fi 14) (either term, 0-3s-28c in 7 weeks).

Management and care of clients in ambiguous, complex, situations occurring over a variety of settings. Pre- or corequisite: NURS 490. Prerequisite, NURS 391, 394 and 395.

COURSE HOURS: LEC: 0 SEM: 21 LAB: 0 CLINICAL: 193

COURSE DESCRIPTION:

Opportunities will be provided for students to experience nursing practice with acutely ill clients or clients in ambiguous complex situations over a continuous block of time, e.g. inpatient acute care, home care, or other complex community settings. Management and care of clients with stable or unstable, predictable or unpredictable disruptions of health will be the focus of this clinical course. In addition, management of health promotion and prevention activities utilizing advanced interpersonal/communication skills, health counselling, and teaching will be emphasized.

NOTE: In select student situations, NURS 491 may occur in community settings, thereby, necessitating their NURS 495 experience to be in an inpatient acute care setting.

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 students 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 student what to do, about steps to take

Information: clinical tutor tells student specifics about a concept, 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. Student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base

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

Occasional: indicates that input is provided by clinical tutor now and then

In addition to maintaining competency with previous course objectives upon completion of NURS 491, the nursing student will be able to:

PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE

1. Practices 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:

- demonstrates integrity
- demonstrates responsibility and accountability
- demonstrates respect for client's values, beliefs and rights
- ☞ demonstrates application of legal and ethical standards:
 - practices according to policies and procedures of host agencies and educational institution
 - uses knowledge of scope of practice and professional legislation and Code of Ethics
 - confidentiality
 - uses informed consent
 - prepares for clinical practice to provide safe, competent care
- ☞ takes action on questionable orders, decisions or interventions of other health team members
- ☞ demonstrates commitment to the values of the profession of nursing and support of professional development of colleagues
 - protects clients' values, beliefs and rights
 - *advocates for clients' values, beliefs and rights*
 - *provides quality nursing care*

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

Independently:

- ☞ differentiates own values/needs/rights/obligations from values/needs/rights/obligations of others
- ☞ discusses formal and informal power structures in the context of social / political action in nursing situations
 - recognizes vulnerable and/or marginalized clients/families
 - identifies issues of power that require investigation
- ☞ identifies nursing issues requiring social and political action
 - identifies programs which have arisen from social / political action
- ☞ discusses the role of the individual nurse in social / political action:
 - identifies role in existing programs
 - empowers clients
 - discusses client responsibilities
 - promotes client autonomy and collaboration
 - supports client in meeting their responsibilities
- ☞ discusses the role of professional nursing organizations in social and political action
 - protection of public
 - position statements

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- *o allocation of resources
- *o identifies decision makers
- *o identifies policy making individuals
- *o *describes national health policies*
- *o *describes policy makers at a national level*
- *o *describes national and/or international level of decision making*
- ☞ describes the planning process for engaging in social and political action
 - o identifies information to be provided to client/family
 - o identifies funding sources (re: existing programs)
 - o identifies the funding process
 - o discusses change theory
 - *o identifies existing programs that address client/family needs
 - *o identifies strategies and resources for social and political action
 - *o identifies role of existing government policy
 - *o identifies existing programs for transition
 - *o organizes activity

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3. Demonstrates skills and attitudes necessary for life-long learning

Independently:

- ☞ demonstrates personal responsibility for learning
- ☞ identifies strengths and limitations of own competence, seeking assistance when necessary
- ☞ demonstrates attitude of inquiry to enhance own learning related to nursing practice
- ☞ seeks opportunities for professional development and continuing nursing education
- ☞ demonstrates an openness and receptivity to change
 - *o seeks and is receptive to feedback
 - *o act on feedback
- ☞ assumes primary responsibility for attaining and maintaining competence based on nursing practice standards
- ☞ *evaluates own competence using nursing practice standards*

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KNOWLEDGE BASED PRACTICE

4. Applies a critical thinking approach to nursing

Independently:

- applies critical thinking strategies in developing sound clinical judgment in relation to complex and ambiguous variations in health
- applies creative thinking, reflective thinking and insight in complex and ambiguous variations in health for developing sound clinical judgment

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

Independently:

- applies nursing knowledge as well as knowledge from the arts, humanities, medical sciences and social sciences in response to complex and ambiguous variations in health
- applies nursing knowledge related to scope of practice and professional legislation in nursing practice

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6. Demonstrates evidence based practice.**Independently:**

- utilizes credible resources (research studies, experts, and others)
- examines research findings related to nursing situations
- describes the significance of research to practice (research studies, experts, and others)
- identifies nursing practice problems that require investigation.

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7. Applies nursing and other relevant models/theories in the professional practice of nursing.**Independently:**

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

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8. Demonstrates competence in health care informatics.**Independently:**

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

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PROVISION OF SERVICE TO PUBLIC**9. Applies 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).****Independently:**

- applies concepts and principles related to primary health care with clients experiencing complex and ambiguous variations in health (local, national, international and global)
- applies knowledge of health determinants in client situations
- applies selected health promotion activities with individuals, families and groups
 - develops professional skills needed for taking action (eg. teaching/learning)
 - creates supportive environments

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With guidance:

- applies selected strategies with community and aggregates
 - participates in existing programs

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10. Demonstrates caring relationships in professional situations.**Independently:**

- recognizes how caring behaviors can influence health and healing
- demonstrates commitment to the ideal of caring
- recognizes the uniqueness, worth and dignity of self and others
- demonstrates awareness and concern for individuals in the health care setting
- demonstrates caring behaviors in interpersonal activities with clients, peers and others in the health care setting
- demonstrates commitment and caring in multiple and complex health care settings
- demonstrates ability to engage in caring relationships with clients and colleagues in nursing practice
 - initiates, maintains and terminates professional relationships in a supportive manner
 - social vs. therapeutic

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- recognizes situations requiring client advocacy

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

Independently:

- promotes client collaboration, choice and control
- promotes colleague participation, choice and control
- develops partnerships with community members, community agencies, colleagues and members of other disciplines
- interacts with clients experiencing complex, rapidly changing variations in health
- engages in inter-professional interactions

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12. Demonstrates beginning leadership, management and administrative skills.

Independently:

- uses effective time management strategies to manage care for a group of clients
- describes leadership and management roles and competencies
- uses decision-making processes
- effectively leads a small group
- performs an accurate appraisal of self and others
- effectively follows quality and risk management processes to enhance nursing practice

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With guidance:

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

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13. Demonstrates the ability to deal with ambiguity and diversity.

Independently:

- anticipates the need of clients
- deals with the effects of ambiguity and diversity in all learning environments
- identifies ambiguity and diversity in selected nursing situations
- identifies own pattern of dealing with the effects of ambiguity and diversity
- provides support to clients experiencing effects of ambiguity and diversity in times of transition
- assists clients in decision making related to the effects of ambiguity and diversity in selected nursing situations
- selects appropriate strategies for dealing with the effects of ambiguity and diversity in selected nursing situations

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14. Demonstrates 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.

Independently:

- applies nursing process
- uses appropriate verbal communication skills
 - uses appropriate lines of communication
 - communicates and reports relevant information in a timely manner
- uses appropriate written communication skills
 - documents relevant information accurately and in a timely manner
- provides effective client education by applying:

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- o principles of teaching and learning
- o identifies needed referrals
- prioritizes nursing activities
- performs selected psychomotor skills in a competent manner – lab setting
- performs selected assessment skills in a competent manner

With guidance:

- 4.▪ performs selected psychomotor skills in a competent manner – clinical setting

CONTEXT BASED LEARNING

15. Demonstrates competence with context based learning.

Independently:

- o describe the components of context based learning
 - 4. o self directed learning
 - 2. o group process
 - 3. o CBL process
- o use the nursing process to plan nursing care for selected clients
 - o selected assessment skills
 - o problem identification
 - o outcomes
 - o interventions
 - o evaluation
- o effectively use group process to facilitate learning of the group
 - o respect for the values and beliefs of others
 - o responsibility and accountability for the learning of the group
 - o group roles
 - o caring behaviors
 - o self directed learning
 - o influencing factors
- effectively use critical thinking in the group
 - o brainstorming
 - o exploring (creativity, depth, breadth and relevancy)
 - o sources of information
- use communication skills to enhance the context based learning processes
 - o sharing personal information
 - o articulation
 - o clarity
 - o conciseness
 - o relevancy
 - o seeking and providing opinions, information and direction
 - o receiving and giving feedback
- use writing skills to enhance the context based learning processes
 - o legibility
 - o appropriateness
 - o clarity
 - o conciseness
 - o relevancy

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REQUIRED RESOURCES

1. Working Definitions
2. Map of Theoretical Labs, Clinical Labs and Clinical Seminars
3. Graduate Competencies and Year End Outcomes
4. Grade Descriptors

RECOMMENDED RESOURCES

1. All previously required textbooks.

REQUIRED LEARNING EXPERIENCES

In order to pass NURS 491, students must demonstrate safe ethical nursing practice, professional behaviour, and complete the following experiences and assignments.

1. During this course students will have a continuous experience in ambiguous complex situations in an acute care or home care setting, with adults or children.
2. Coordinate care for 3-4 patients.
3. Participate in site selected lab activities (see Map of Theoretical Labs, Clinical Labs and Clinical Seminars).
4. Using a nursing model, assess and intervene with clients and their families.
5. Participate in client and family education.
6. Collaborate with client, family, community, nurses and members of other disciplines.

Students are expected to implement previously learned nursing skills.

SUGGESTED OPTIONAL LEARNING EXPERIENCES

1. Participate in team leading activities.
2. Participate in a follow through experience with a less stable complex client having a medical or surgical procedure.
3. Participating in discharge planning/referral from institutional settings.
 - 3.1 Liaise with home care nurse where possible.
 - 3.2 Follow up visit with client at home. May include a telephone follow up or home visit.
4. Involvement with specific projects within institutional based practice.
5. Observe and/or participate in a family conference.
6. Observe and/or participate in specialty setting related to the clinical setting.

REQUIRED EVALUATION

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

1. **ENP** Evaluation of student's clinical performance 70%
A formative midterm and written summative final 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.

- 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. **OSCE** Evaluation 30% (Saturday October 14, 2006)

Each student will have the opportunity to work through ten clinical practice demonstration stations to demonstrate their skills and critical thinking. Areas of emphasis will focused client history, focused physical assessment, diagnostic tests and chart review, complex wound dressing, and health promotion.

A student that achieves a C- or less on the OSCE Evaluation will be presented with a Clinical Learning Contract for the remainder of the course. The requirements of the Clinical Learning Contract must be met by the end of the course or the student will receive an F.

ASSIGNMENT OF FINAL GRADE:

The above assignments are marked as raw scores according to the percentage weight assigned to each. At the end of the course all scores are totalled for a term summary mark in the course. The final course grade is based on a combination of absolute academic achievement (an individual student's term summary mark) and relative performance (a comparison of a student's term summary mark to all students' term summary marks achieved in the class). Due attention is paid to descriptions of grade points according to the 2006/2007 University of Alberta Calendar:

Excellent	A+, A, A-
Good	B+, B, B-
Satisfactory	C+, C, C-
Poor	D+
Minimal Pass	D
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Fail	F

SPECIALIZED SUPPORT and DISABILITY SERVICES:

Students who require accommodations in this course due to disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Specialized Support and Disability Services, 2-800 Students' Union Building. Phone number: 492-3381. Contact Student Services on GPRC campus.

POLICY STATEMENTS:

The course outline acts as an agreement between the student and the instructor of this class regarding the details of the course.

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize

themselves with the provisions of the Code of Student Behaviour (online at www.ualberta.ca/~unisecr/appeals.htm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation or aiding and abetting any of these offences. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

The Faculty of Nursing is committed to providing an environment of equality and respect for all people within the university community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. The Code also identifies inappropriate behaviours such as disruption, discrimination or violations of safety and dignity towards members of the University community.

The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation, and ethnic backgrounds.

Please note that the use of any electronic device in examination situations, including cellular phones, cd players, palm pilots, and hand held computers, is strictly prohibited. The use of calculators is only allowed when stated for a particular exam. **If a cellular phone is required for urgent messages, it must be left with an examination proctor for the duration of the examination.**

No student shall disrupt a class in such a way that interferes with the normal process of the session or the learning of other students. (Refer to the Code of Student Behaviour section 30.3.4(6)).

COMMUNICATION:

Students must use their University of Alberta e-mail address or may use any email address for GPRC faculty and include a subject line when communicating with faculty members. The content messages of both e-mail and voice mail must be delivered in a professional manner. Inappropriate messages may be considered "harassment". (Refer to the Code of Student Behaviour section 30.3.4(6)d). Inappropriate use of e-mail sent to fellow students and members of the Faculty of Nursing will result in disciplinary action. Clinical tutors will provide individual contact information.

ABSENCE FROM EXAMS:

Students requiring a deferred exam must do so in accordance with section 23.5.6 of the University of Alberta Calendar 2006-2007. If a deferred exam has been approved by the Faculty, the student must negotiate with the Year Coordinator a mutually agreeable time to write the exam in keeping with section 23.5.6 (3).

****** All work submitted for evaluation must be referenced according to APA 5th edition. The Faculty of Nursing has a zero tolerance policy on plagiarism. This means students' written course work must be referenced according to APA guidelines.**

The course outline acts as an understanding between the student and the instructor of this class regarding the details of the course. The details listed above may be changed only with the written unanimous consent of the class members.

Last day for withdrawing with permission is October 6th 2006 . Withdrawal from a course after this date will result in a failing grade.

PROGRESSION CRITERIA (CLINICAL)

Students must complete the theory and practice components of nursing courses to receive credit. Students who have not received a pass in the Clinical or laboratory portion of a nursing course are not given credit for the course and must repeat both the clinical and non-clinical portions of the course. The clinical component, explained in the course outline, must be completed for credit to be granted.

A student who is absent more than two clinical days in one clinical nursing course may need to make up the lost time before being allowed to continue in the program. Absences from the clinical site may result in the instructor being unable to evaluate the student's clinical performance. If clinical performance cannot be evaluated, a failing grade may be assigned in the course.

Whenever a student's clinical performance is considered marginal in a nursing course, the student's total academic and clinical performance in the program is reviewed at the end of each term and considered in determining continuation in the program.

An instructor, in consultation with the Chair, may immediately deny assignment of a student to, withdraw a student from, or vary terms or conditions or a site of a practicum/clinical placement, if the instructor has reasonable grounds to believe that this is necessary in order to protect public interest.

CPR certification at the Basic Rescuer Level must be maintained throughout the program.

Refer to the University of Alberta Calendar 2006-2007 for additional information.

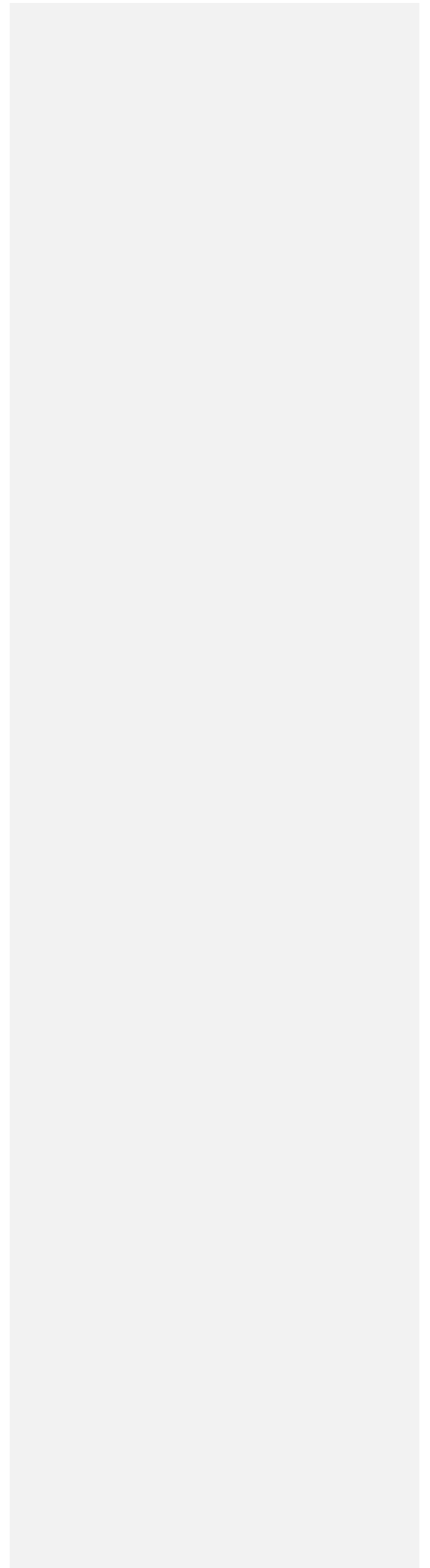
Absence: If you must be absent from a scheduled clinical day, you must contact the clinical agency and leave a message. If you are not on the unit where your instructor is teaching, contact your instructor about the absence. You must discuss your absence with your tutor and may need to make up time in the clinical agency.

Professional Dress: It is expected that all students will follow the dress code of the clinical agency they attend. It is expected all students will wear a Grande Prairie Regional College nametag.

Preparation for clinical experience: It is expected that you will prepare for each clinical day by researching procedures, medical conditions, medications, etc. Required psychomotor skills may also need to be reviewed prior to the clinical experience. Students should be prepared to discuss their client plan of care (including the client priority needs, nursing diagnoses, medication profiles, any client teaching plan) with the instructor during clinical time. If a student is not adequately prepared for clinical, the instructor may request the student leave the clinical agency. This would be a decision made after considering client safety.

NURSING PROGRAM POLICIES

Please refer to the University of Alberta Calendar and Collaborative Baccalaureate Nursing Program Student Handbook for Specific Nursing Program Policies.



APPENDIX
A

**GRANDE PRAIRIE REGIONAL COLLEGE
&
PEACE COUNTRY HEALTH
EXPECTATIONS FOR CLINICAL EXPERIENCES**

Grande Prairie Regional College/Peace Country Health Region Expectations for Clinical Experiences

As a Nurse in the Clinical Agency, you are expected to:

- ~~4.1.~~ Role model professional nursing behavior including attitudes, techniques, awareness and adherence to agency policies.
- ~~5.2.~~ Maintain an interest and openness to teaching and learning with faculty and students.
- ~~6.3.~~ Alert faculty and students to additional learning experiences.
- ~~7.4.~~ Promote learning opportunities as observers in addition to hands on practice.
- ~~8.5.~~ Assist students when faculty is not available if appropriate for level of student and if responsibilities permit.
- ~~9.6.~~ Give constructive feedback about performance of faculty and student. Receive constructive feedback about self.
- ~~10.7.~~ Share open dialogue with faculty, concerns or difficulties related to the management of student assignments.
- ~~11.8.~~ Actively engage in ongoing communication about assignments, including your expectations.

As a Faculty Member in the Clinical Agency you are expected to:

1. Role model professional nursing behaviour including attitudes, techniques and adherence to agency policies.
2. Maintain an interest and openness to teaching and learning with staff and students.
3. Clearly indicate the skills the students are allowed to practice.
4. Share in open dialogue with nursing staff, concerns and difficulties in the management of student assignments.
5. Assume responsibility for student evaluation and delegate supervision of students appropriately. Supervise students doing any skills for the first time.
6. Give constructive feedback about performance of staff and student. Receive constructive feedback about self.
7. Discuss student progress and individual learning needs with nursing staff as appropriate.
8. Actively participate in ongoing communication about assignments.

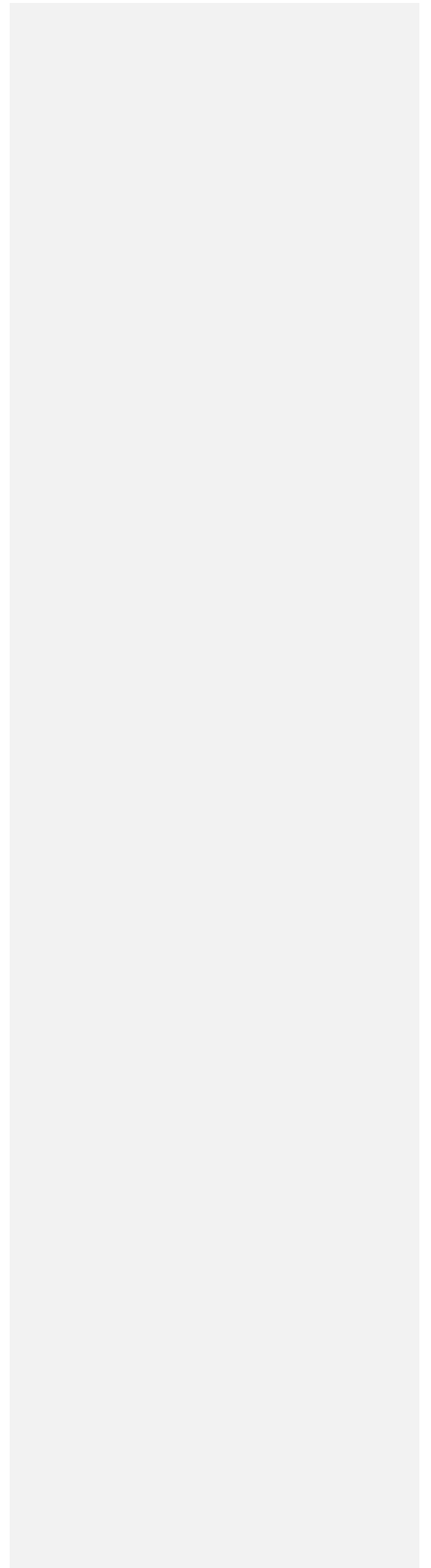
As a Student in the Clinical Agency you are expected to:

1. Demonstrate professional behaviour including attitudes, techniques and adherence to agency policies.
2. Maintain an interest and openness to teaching and learning with staff and faculty.
3. Prepare for clinical assignment.
4. Complete assignment in collaboration with instructor, assigned nurse and other health care professionals.
5. Document in a timely manner.
6. Communicate with instructor and assigned nurse regarding status of the client (s) and include a concise verbal or taped report when leaving.
7. Provide constructive feedback about performance of faculty and staff. Receive constructive feedback about self.
8. Demonstrate an appropriate level of independence.

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***APPENDIX
B***

**MIDTERM EVALUATION
NURSING 491**



**Midterm Evaluation
Nursing 491**

Name: _____ **Clinical Placement:** _____ **Date:** _____

Please comment on each category, providing specific examples of accomplishments.

Professional and Ethical Responsibilities

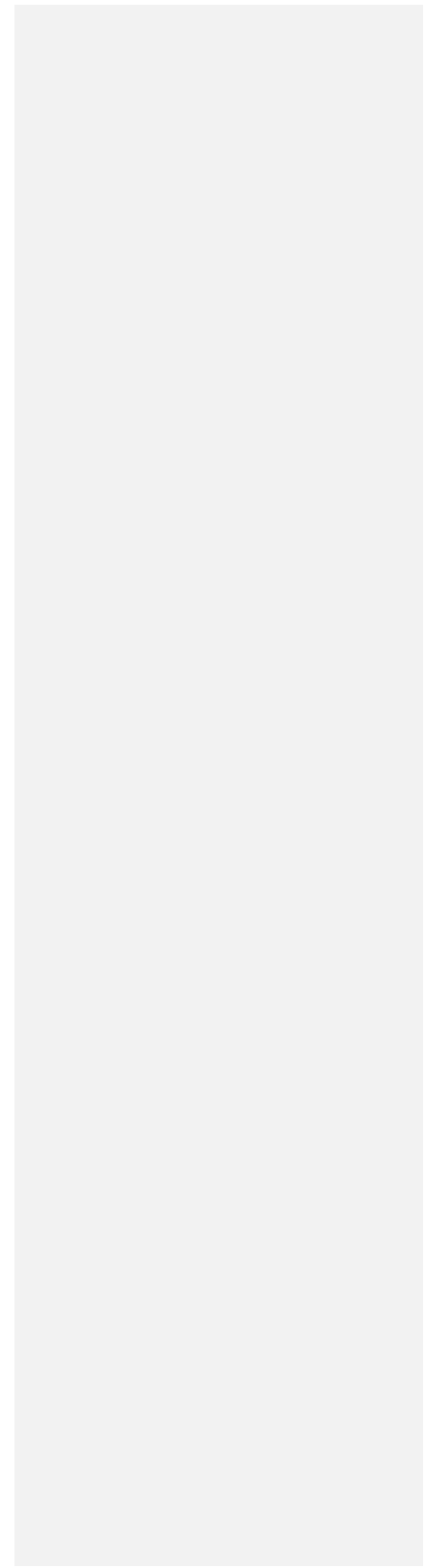
Knowledge Based Practice

Provision of Service to the Public

Student Signature: _____

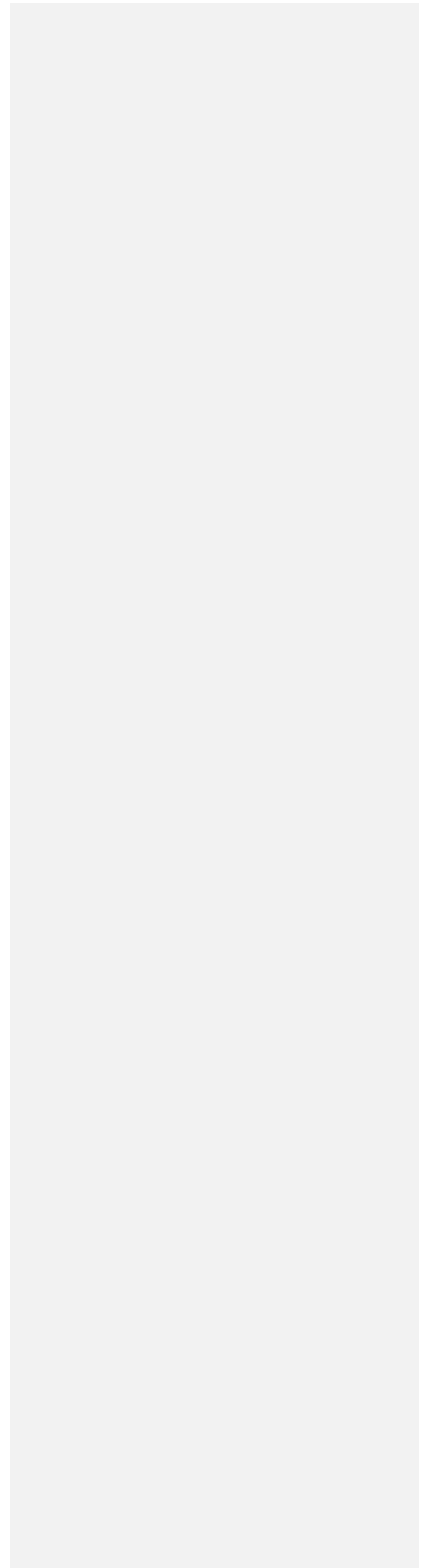
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Date: _____



***APPENDIX
C***

**EVALUATION
OF
NURSING PRACTICE**



Used with permission of Red Deer College Nursing Faculty.

Nursing 491

EVALUATION OF NURSING PRACTICE

4: Excellent 3: Very Good 2: Good, Average, Satisfactory 1: Minimal Pass 0: Fail

	4	3	2	1	0
PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE					
1. Practices 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:					
<ul style="list-style-type: none"> ▪ demonstrates integrity ▪ demonstrates responsibility and accountability ▪ demonstrates respect for client's values, beliefs and rights ☒ demonstrates application of legal and ethical standards: <ul style="list-style-type: none"> ○ practices according to policies and procedures of host agencies and educational institution ○ uses knowledge of scope of practice and professional legislation and Code of Ethics ○ confidentiality ○ uses informed consent ○ prepares for clinical practice to provide safe, competent care ☒ takes action on questionable orders, decisions or interventions of other health team members ☒ demonstrates commitment to the values of the profession of nursing and support of professional development of colleagues <ul style="list-style-type: none"> ☒ protects clients' values, beliefs and rights ☒ advocates for clients' values, beliefs and rights ☒ provides quality nursing care 					
2. Engages in strategies for social and political action at a beginning level Independently:					
<ul style="list-style-type: none"> ☒ differentiates own values/needs/rights/obligations from values/needs/rights/obligations of others ☒ discusses formal and informal power structures in the context of social / political action in nursing situations <ul style="list-style-type: none"> ☒ recognizes vulnerable and/or marginalized clients/families ☒ identifies issues of power that require investigation ☒ identifies nursing issues requiring social and political action <ul style="list-style-type: none"> ☒ identifies programs which have arisen from social / political action ☒ discusses the role of the individual nurse in social / political action: <ul style="list-style-type: none"> ○ identifies role in existing programs ○ empowers clients ○ discusses client responsibilities ○ promotes client autonomy and collaboration ○ supports client in meeting their responsibilities ☒ discusses the role of professional nursing organizations in social and political action <ul style="list-style-type: none"> ☒ protection of public ☒ position statements 					

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<ul style="list-style-type: none"> •o allocation of resources •o identifies decision makers •o identifies policy making individuals •o describes national health policies •o describes policy makers at a national level •o describes national and/or international level of decision making o describes the planning process for engaging in social and political action <ul style="list-style-type: none"> o identifies information to be provided to client/ family o identifies funding sources (re: existing programs) o identifies the funding process o discusses change theory •o identifies existing programs that address client/ family needs •o identifies strategies and resources for social and political action •o identifies role of existing government policy •o identifies existing programs for transition •o organizes activity <p>3. Demonstrates skills and attitudes necessary for life-long learning Independently:</p> <ul style="list-style-type: none"> o demonstrates personal responsibility for learning o identifies strengths and limitations of own competence, seeking assistance when necessary o demonstrates attitude of inquiry to enhance own learning related to nursing practice o seeks opportunities for professional development and continuing nursing education o demonstrates an openness and receptivity to change <ul style="list-style-type: none"> •o seeks and is receptive to feedback •o act on feedback o assumes primary responsibility for attaining and maintaining competence based on nursing practice standards o evaluates own competence using nursing practice standards 					
KNOWLEDGE BASED PRACTICE					
<p>4. Applies a critical thinking approach to nursing Independently:</p> <ul style="list-style-type: none"> ▪ applies critical thinking strategies in developing sound clinical judgment in relation to complex and ambiguous variations in health ▪ applies creative thinking, reflective thinking and insight in complex and ambiguous variations in health for developing sound clinical judgment 					
<p>5. Applies nursing knowledge, including knowledge from the arts, humanities, medical sciences, and social sciences into nursing practice. Independently:</p> <ul style="list-style-type: none"> ▪ applies nursing knowledge as well as knowledge from the arts, humanities, medical sciences and social sciences in response to complex and ambiguous variations in health ▪ applies nursing knowledge related to scope of practice and professional legislation in nursing practice 					
<p>6. Demonstrates evidence based practice. Independently:</p>					

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<ul style="list-style-type: none"> ▪ utilizes credible resources (research studies, experts, and others) ▪ examines research findings related to nursing situations ▪ describes the significance of research to practice (research studies, experts, and others) ▪ identifies nursing practice problems that require investigation. <p>7. Applies nursing and other relevant models/theories in the professional practice of nursing. Independently:</p> <ul style="list-style-type: none"> ▪ explains the use of nursing models / theories / metaparadigms ▪ explores models / theories from other disciplines and their application into nursing ▪ explores the application of selected nursing models / theories into nursing practice. <p>8. Demonstrates competence in health care informatics. Independently:</p> <ul style="list-style-type: none"> ▪ uses a variety of selected information technology and other technology to support all scholarly activities and clinical practice. 					<p>Formatted: Indent: Left: 0.24", Bulleted + Level: 1 + Aligned at: 0" + Tab after: 0.25" + Indent at: 0.25", Tab stops: Not at 0.25"</p> <p>Formatted: Indent: Left: 0.24", Bulleted + Level: 1 + Aligned at: 0" + Tab after: 0.25" + Indent at: 0.25", Tab stops: Not at 0.25"</p> <p>Formatted: Indent: Left: 0.24", Bulleted + Level: 1 + Aligned at: 0" + Tab after: 0.25" + Indent at: 0.25", Tab stops: Not at 0.25"</p>
<p>PROVISION OF SERVICE TO PUBLIC</p> <p>9. Applies 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). Independently:</p> <ul style="list-style-type: none"> ▪ applies concepts and principles related to primary health care with clients experiencing complex and ambiguous variations in health (local, national, international and global) ▪ applies knowledge of health determinants in client situations ▪ applies selected health promotion activities with individuals, families and groups ☉_develops professional skills needed for taking action (eg. teaching/learning) ☉_creates supportive environments <p>With guidance:</p> <ul style="list-style-type: none"> ▪ applies selected strategies with community and aggregates ☉_participates in existing programs <p>10. Demonstrates caring relationships in professional situations. Independently:</p> <ul style="list-style-type: none"> ▪ recognizes how caring behaviors can influence health and healing ▪ demonstrates commitment to the ideal of caring ▪ recognizes the uniqueness, worth and dignity of self and others ▪ demonstrates awareness and concern for individuals in the health care setting ▪ demonstrates caring behaviors in interpersonal activities with clients, peers and others in the health care setting ▪ demonstrates commitment and caring in multiple and complex health care settings ▪ demonstrates ability to engage in caring relationships with clients and colleagues in nursing practice <ul style="list-style-type: none"> ○ initiates, maintains and terminates professional relationships in a supportive manner ○ social vs. therapeutic ○ recognizes situations requiring client advocacy <p>11. Collaborates with clients, community agencies, community members, and</p>					<p>Formatted: Indent: Left: 0.24", Bulleted + Level: 1 + Aligned at: 0" + Tab after: 0.25" + Indent at: 0.25", Tab stops: 0.49", List tab + Not at 0.25"</p> <p>Formatted: Indent: Left: 0.24", Bulleted + Level: 1 + Aligned at: 0" + Tab after: 0.25" + Indent at: 0.25", Tab stops: 0.49", List tab + Not at 0.25"</p> <p>Formatted: Indent: Left: 0.24", Bulleted + Level: 1 + Aligned at: 0" + Tab after: 0.25" + Indent at: 0.25"</p> <p>Formatted: Indent: Left: 0.49", Bulleted + Level: 2 + Aligned at: 0.75" + Tab after: 1" + Indent at: 1", Tab stops: 0.74", List tab + Not at 1"</p>

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<p>members of other disciplines in a variety of settings.</p> <p>Independently:</p> <ul style="list-style-type: none"> ▪ promotes client collaboration, choice and control ▪ promotes colleague participation, choice and control ▪ develops partnerships with community members, community agencies, colleagues and members of other disciplines ▪ interacts with clients experiencing complex, rapidly changing variations in health ▪ engages in inter-professional interactions 					
<p>12. Demonstrates beginning leadership, management and administrative skills.</p> <p>Independently:</p> <ul style="list-style-type: none"> ▪ uses effective time management strategies to manage care for a group of clients ▪ describes leadership and management roles and competencies ▪ uses decision-making processes ▪ effectively leads a small group ▪ performs an accurate appraisal of self and others ▪ effectively follows quality and risk management processes to enhance nursing practice <p>With guidance:</p> <ul style="list-style-type: none"> ▪ applies principles of delegation (right: task, circumstance, person, direction, supervision). 					
<p>13. Demonstrates the ability to deal with ambiguity and diversity.</p> <p>Independently:</p> <ul style="list-style-type: none"> ▪ anticipates the need of clients ▪ deals with the effects of ambiguity and diversity in all learning environments ▪ identifies ambiguity and diversity in selected nursing situations ▪ identifies own pattern of dealing with the effects of ambiguity and diversity ▪ provides support to clients experiencing effects of ambiguity and diversity in times of transition ▪ assists clients in decision making related to the effects of ambiguity and diversity in selected nursing situations ▪ selects appropriate strategies for dealing with the effects of ambiguity and diversity in selected nursing situations 					
<p>14. Demonstrates 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.</p> <p>Independently:</p> <ul style="list-style-type: none"> ▪ applies nursing process ▪ uses appropriate verbal communication skills <ul style="list-style-type: none"> ○ uses appropriate lines of communication ○ communicates and reports relevant information in a timely manner ▪ uses appropriate written communication skills <ul style="list-style-type: none"> ○ documents relevant information accurately and in a timely manner ▪ provides effective client education by applying: <ul style="list-style-type: none"> ○ principles of teaching and learning ○ identifies needed referrals ▪ prioritizes nursing activities ▪ performs selected psychomotor skills in a competent manner – lab setting ▪ performs selected assessment skills in a competent manner 					

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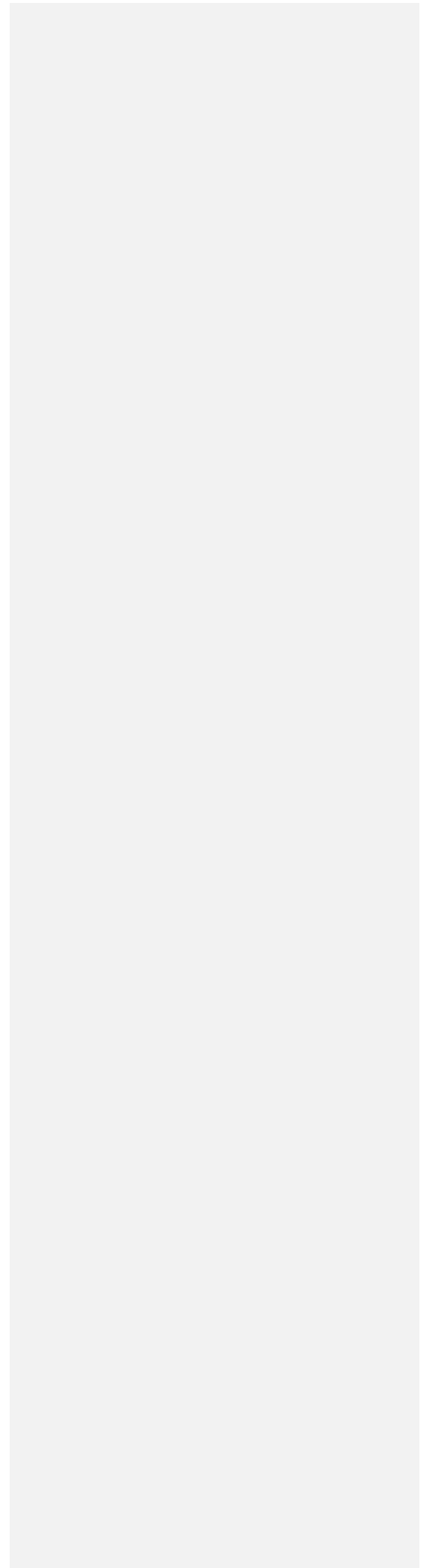
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<p>With guidance:</p> <ul style="list-style-type: none"> 2.1 performs selected psychomotor skills in a competent manner – clinical setting 					
<p>CONTEXT BASED LEARNING</p> <p>15. Demonstrates competence with context based learning.</p> <p>Independently:</p> <ul style="list-style-type: none"> 12.1 describe the components of context based learning <ul style="list-style-type: none"> 13.1 self directed learning 13.2 group process 14.1 CBL process 15.1 use the nursing process to plan nursing care for selected clients <ul style="list-style-type: none"> o selected assessment skills o problem identification o outcomes o interventions o evaluation 15.2 effectively use group process to facilitate learning of the group <ul style="list-style-type: none"> o respect for the values and beliefs of others o responsibility and accountability for the learning of the group o group roles o caring behaviors o self directed learning o influencing factors 15.3 effectively use critical thinking in the group <ul style="list-style-type: none"> o brainstorming o exploring (creativity, depth, breadth and relevancy) o sources of information 15.4 use communication skills to enhance the context based learning processes <ul style="list-style-type: none"> o sharing personal information o articulation o clarity o conciseness o relevancy o seeking and providing opinions, information and direction o receiving and giving feedback 15.5 use writing skills to enhance the context based learning processes <ul style="list-style-type: none"> o legibility o appropriateness o clarity o conciseness o relevancy 					
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Instructor Comments:

Student Comments:

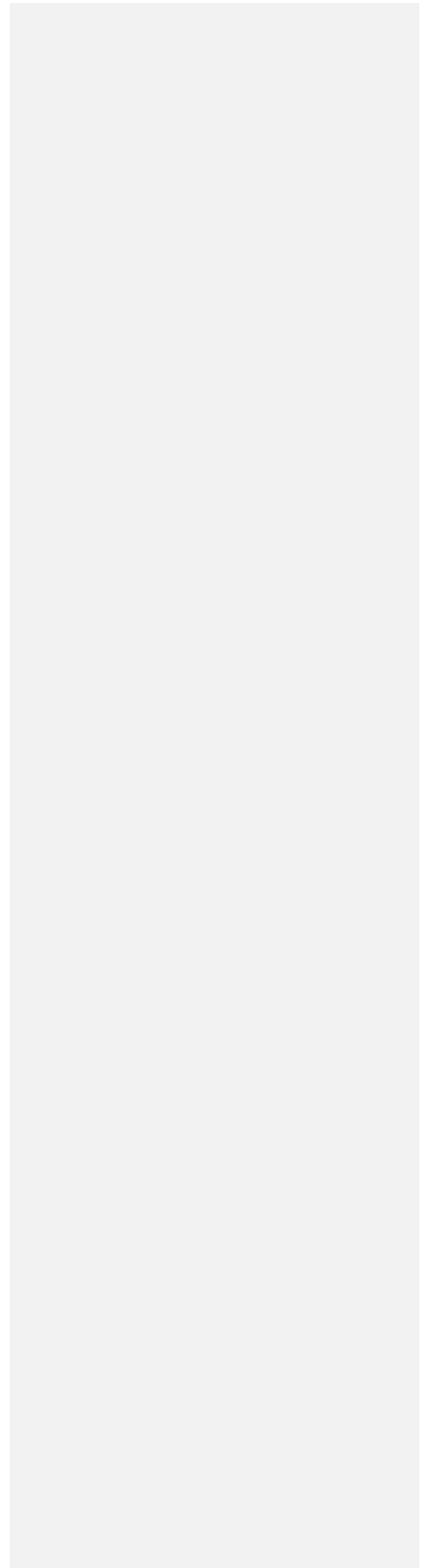
Absences: _____

Final Mark: _____



***APPENDIX
D***

**GENERIC GRADE
DESCRIPTORS
FOR ENP**



**Generic Grade Descriptors for ENP
(June 20, 2006)**

LEVEL OF INDEPENDENCE

In evaluating (clinical performance) objectives, the following level 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.

Definition of terms:

Direction: tutor tells student what to do, about steps to take

Information: tutor tells student specifics about a concept, topic

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

Prompting: tutor provides 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: tutor provides positive feedback for correct information and direction provided by the student

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

Occasional: indicates that input is provided by tutor now and then

	Excellent/Exemplary	Very Good	Good/Satisfactory	Minimal Pass	Fail
General Description	Clearly & consistently enthusiastic & committed to learning & nursing. Care is characterized by comprehensive, detailed & relevant assessments, individualized, in-depth, evidence-based care, & anticipation of future client needs. Highly competent at the level expected for that year in the program, consistently meets, & at times exceeds, the course objectives	Enthusiastic & committed to learning & nursing. Care is thorough & competent, with minimal guidance Almost always meets & occasionally, exceeds course objectives.	Keen interest in learning & nursing. Requires guidance to meet the objectives at a satisfactory level. This guidance decreases during the course. Identifies personal learning needs & abilities although may require assistance to generate strategies to meet course objectives.	Interest in learning & nursing is inconsistent over the course. Requires on-going direction, prompting & information to meet the course objectives. Care is generally superficial but is not considered unsafe.	Lacks commitment, initiative/enthusiasm regarding learning & nursing. Fails to identify personal learning needs or strategies. Demonstrates unsafe nursing practice, does not meet course objectives.

<p>Professional Responsibility and Ethical Practice</p>	<p>Consistently maintains an exemplary standard of personal & professional ethics: confidentiality, integrity, honesty. Meets legal standards.</p> <p>Consistently demonstrates initiative, visionary in examining personal learning needs & abilities, as well as client needs (asks what if & why not). Seeks & recognizes opportunities for growth in self & others including clients.</p>	<p>With minimal guidance, maintains personal & professional ethics: confidentiality, integrity, honesty; meets legal standards.</p> <p>& incorporates this knowledge in practice.</p> <p>Engages in reflective thinking regarding own personal learning needs & abilities, as well as those of client. With minimal guidance seeks & recognizes opportunities for growth in self & others including clients,</p>	<p>With guidance, maintains standards of personal & professional ethics: confidentiality, integrity, honesty. Aware of standards & legislation & needs guidance to apply this knowledge to clinical situations or to the recognize relevance to own developing professional practice. .</p> <p>Requires guidance to recognize opportunities for growth in self & others including clients.</p>	<p>With minimal assistance, maintains standards of personal & professional ethics: confidentiality, integrity, honesty. Aware of standards & legislation & needs minimal assistance to apply this knowledge to clinical situations or to recognize relevance to own developing professional practice</p> <p>Demonstrates minimal initiative re: personal learning needs & abilities, & in recognizing/anticipating client needs. Generally does not seek or recognize opportunities for growth in self or others, including clients.</p>	<p>Fails to maintain standards of personal &/or professional ethics: confidentiality, integrity, and/or honesty. Needs on-going assistance to practice in accordance with legislaton.</p> <p>Lacks insight into own learning needs & abilities, and/or client needs. Fails to recognize opportunities for growth in self and/or others including clients</p>
<p>Knowledge Based Practice</p>	<p>Consistently demonstrates exceptional level of knowledge related to course objectives. Knowledge is integrated into nursing practice through exemplary use of the nursing process. Demonstrates outstanding level of contextual awareness & flexibility. .</p> <p>Care is characterized by comprehensive & relevant assessments, individualized, in-depth, evidence-based care, &</p>	<p>Demonstrates strong level of knowledge related to course objectives, demonstrates transference of components of similar contexts from previous learning experiences such as theory courses & prior clinical courses, as well as flexibility in adapting to a variety of situations.</p> <p>With minimal guidance, incorporates evidence-based findings.</p>	<p>Identifies areas for knowledge development with guidance to ensure that all relevant factors & areas of knowledge are considered. Depth of preparation for clinical practice may be somewhat superficial but does not compromise client safety</p> <p>Level of knowledge related to course objectives is adequate. With guidance, incorporates similar components from</p>	<p>Demonstrates a weak level of knowledge related to course objectives. Demonstrates very little contextual awareness & flexibility in adapting to new situations. Has a superficial level of knowledge & generally is unable to integrate knowledge in planning care without assistance. Care is characterized by superficial assessments that lack some detail. Furthermore, care may lack an individualized approach, depth, or careful /thoughtful use of evidence/resources. Requires assistance to determine content</p>	<p>Demonstrates a very poor level of knowledge related to course objectives. Demonstrates minimal levels of contextual awareness & flexibility when required to adapt to new situations.</p> <p>Level of knowledge is weak with inadequate/inaccurate integration in applying the nursing process.</p> <p>Care is</p>

	<p>anticipation of future client needs. Competent beyond the level expected for the year in the program.</p>	<p>Knowledge is integrated into nursing practice through effective use of the nursing process. Consistently meets course objectives & achieves some course objectives above the level expected for the year in the program</p>	<p>previous learning experiences. May be anxious or lacking confidence when required to adapt to new situations.</p> <p>With guidance, incorporates evidence-based findings..</p>	<p>areas needed to ensure complete or in-depth approaches to client care. May need assistance to ensure that all important factors are considered.</p>	<p>characterized by weak, superficial assessments, & lacks individualized approach, depth, evidence/resources.. The care provided is below the level expected for the year in the program, & consistently fails to meet the course objectives</p>
<p>Provision of Service to Public</p>	<p>Consistently anticipates & plans for actual & potential alterations in the needs of clients, including client families. Demonstrates competence & confidence in using the skills appropriate to the specific year of the program, & responds to situations of ambiguity & diversity with confidence in own ability to apply knowledge & sound clinical judgment.</p> <p>Consistently demonstrates caring & supportive behaviours, & fosters professional relationships through verbal & non-verbal communication that is consistently</p>	<p>With minimal guidance, anticipates & plans for actual & potential alterations in the needs of clients, including client families. With minimal guidance, demonstrates competence & is generally confident in using the skills appropriate to the specific year of the program.</p> <p>With minimal guidance, responds to situations of ambiguity & diversity with confidence in own ability to apply knowledge & sound clinical judgment. Demonstrates caring & supportive</p>	<p>With guidance, care is characterized by relevant assessments; individualized, evidence-based care; & anticipation of immediate, & possibly some future client needs.</p> <p>Competent with the skills for the year in the program, meets the course objectives at an acceptable & safe level.</p> <p>With guidance, anticipates & plans for actual & potential alterations in the needs of clients, including client families. With guidance, responds to</p>	<p>Generally fails to anticipate or plan for actual or potential alterations in the needs of clients, including client families. Demonstrates minimally acceptable competence &/or confidence in using the skills appropriate to the specific year of the program. Responds to situations of ambiguity & diversity with lack of confidence in own ability to apply knowledge or sound clinical judgment.</p> <p>Fails to consistently demonstrate caring or supportive behaviours, & may have difficulty fostering professional relationships at an acceptable level, through verbal &/or non-verbal communication.</p>	<p>Consistently fails to anticipate or plan for alterations in the needs of clients or client families. Demonstrates a lack of competence in using the skills appropriate to the specific year of the program, Responds to situations of ambiguity & diversity with difficulty, lack of competence to apply knowledge, or exercising sound clinical judgment.</p> <p>Fails to demonstrate caring or supportive behaviours, &</p>

	<p>exceeds expectations for this point in the program.</p>	<p>behaviours, & fosters professional relationships through verbal & non-verbal communication that exceeds expectations for this point in the program.</p>	<p>situations of ambiguity & diversity. With guidance and support, uses sound clinical judgment, demonstrates caring & supportive behaviours, & fosters professional relationships through verbal & non-verbal communication</p>		<p>fails to foster professional relationships. These behaviours are not at an acceptable level for the point in the program.</p>
CBL	<p>Consistently & independently demonstrates outstanding performance in all areas/components of CBL, including group process, self-direction, critical thinking, communication & where applicable, writing to enhance & support the learning that takes place in the group</p>	<p>With minimal guidance, demonstrates a high standard in most areas/components of CBL, including group process, self-direction, critical thinking, communication & where applicable, writing to enhance & support the learning that takes place in the group</p>	<p>With guidance, demonstrates an acceptable level of perform in most areas/components of CBL, including group process, self-direction, critical thinking, communication & where applicable, writing to enhance & support the learning that takes place in the group</p>	<p>With assistance, demonstrates an acceptable level in most areas/components of CBL, including group process, self-direction, critical thinking, communication & where applicable, writing to enhance & support the learning that takes place in the group</p>	<p>Fails to achieve an acceptable standard in most areas/components of CBL, including group process, self-direction in learning, critical thinking, communication & where applicable, writing to enhance & support the learning that takes place in the group</p>

***APPENDIX
E***

LAB 1

MANAGEMENT OF A GROUP OF CLIENTS

APPENDIX E

LAB I: Management of a Group of Clients

At the completion of this lab, the student will be able to:

1. Discuss and explore issues related to the management and care of complex clients.
2. Discuss strategies nurses use to manage the care of complex clients.
 - time management
 - organisation
 - safety and ethical practice
3. Prioritise nursing interventions for a simulated group of clients.
4. Explore strategies a nurse can use to cope with stresses, which may develop related to management and care of complex clients.

Suggested Resources:

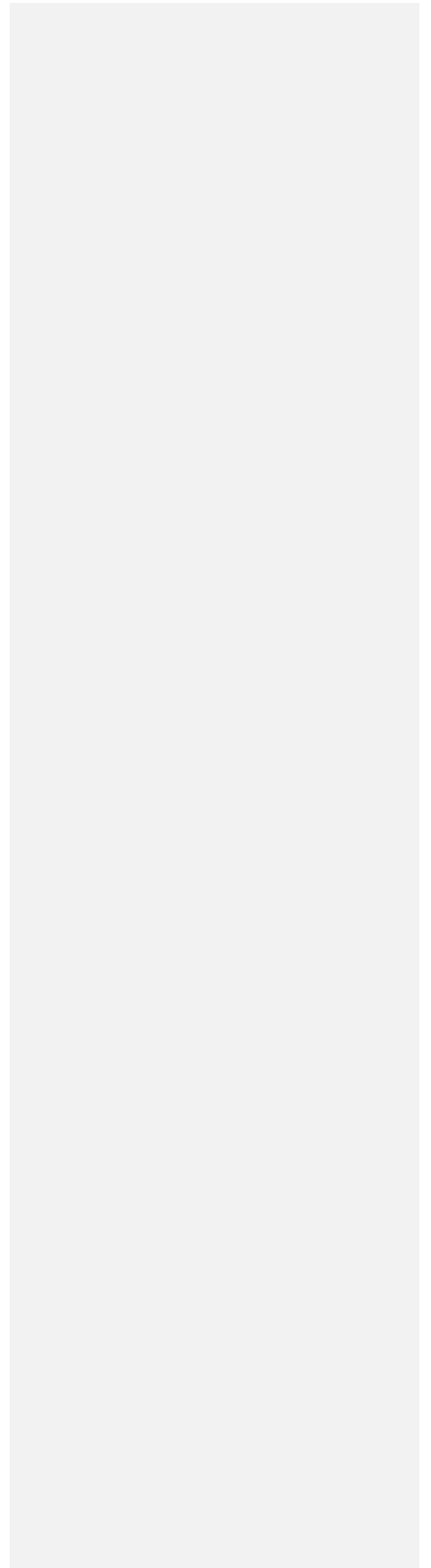
Med/Surg textbook

CARNA (2004). *Guidelines for assignment of client care*. Edmonton, AB: Author.

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***APPENDIX
F***

**CLINICAL REVIEW
SKILLS BLITZ**



APPENDIX F
CLINICAL REVIEW
Skills Blitz September 8th 2006 1530-1930 hrs
H225

At the completion of this lab, students will have had the opportunity to practice and review necessary psychomotor skills and assessments essential for a successful NURS 491 clinical course.

This lab is intended for students to come prepared with some idea of what they wish to review. This lab is self-directed and requires students to bring the necessary textbooks (nursing procedure book, assessment resources, etc.) and equipment (stethoscope), to help facilitate the review time. Come prepared with notes/OSCE sheets, etc.

Some Psychomotor Skills that will be utilized during Nursing 491 are:

- Assessments (MS, CNS, Cardiovascular, Mental Status, GI, Respiratory, Urinary, Head and Neck, PVS, etc.)
- Health history gathering
- Principles of teaching and learning
- Transferring, aids for mobility
- Pre-operative and post-operative assessments
- IM/SC/IV/ID medication administration
- Diabetic care (S&S of hypo/hyperglycemia, blood glucose monitoring, insulin)
- Catheterization
- Vital signs
- Therapeutic communication
- Tubes/drains
- Ostomies
- NG insertion and maintenance
- Tracheostomy care and suctioning
- Epidural analgesia
- IV insertion and maintenance
- Blood administration
- IV push medication
- Central lines, TPN
- Dressing changes (simple and complex)
- Chest tubes

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