



**Nursing & Allied Health Studies Department  
School of Health, Wellness & Human Services**

**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM  
KEYANO COLLEGE**

**COURSE SYLLABUS**

**NURSING 308**

***Acute Care Nursing Practice I***

**September 4, 2018 – December 14, 2018**

**Instructors:**

Group A – Amanda Preston  
Group B – Gabby Scott  
Group C – Larike van Heerden

R: 2018/11

# NURSING 308 Course Outline

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**NURSING 308  
ACUTE CARE NURSING PRACTICE I  
COURSE OUTLINE**

**CALENDAR STATEMENT**

**NURS 308 Acute Care Nursing Practice I** \* 6 (fi 12) (either term, 0-0-16c)

The primary focus is the application of theory in the client-centred care of hospitalized adults and elderly clients and their families experiencing variations in health (acute and chronic illnesses). Practice occurs primarily in primary, secondary and tertiary care settings.

Pre-requisites: Nurs 113, 114, 115, 116, 206 and 207.

Co-requisites: Nurs 307

**COURSE HOURS**

**Lecture: 0**

**Seminar: 0**

**Clinical/Lab: 208**

**COURSE DESCRIPTION**

The goal of this clinical course is to introduce the student to the practice of professional nursing. Opportunities will be provided for students to engage in clinical practice in acute care hospitals caring for hospitalized adolescents, young and older adults, and their families. Application of health assessment techniques, best practice interventions, and health counselling knowledge will be an expectation.

**INSTRUCTOR INFORMATION**

**Group A**

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**Group C**

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Instructors are available for student consultation in their office. Please contact your Instructor by email or the Nursing Office (780-791-4889) to arrange a specific time.

## LEARNING OUTCOMES

### LEVELS OF INDEPENDENCE

(Based on the anticipated competencies of a third-year nursing student)

#### Levels of independence:

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

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

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

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

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

**Direction:** The instructor tells the student what to do, about what steps to take.

**Information:** The instructor tells the student specifics about a concept or topic.

**Clarification:** The instructor, 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:** The instructor 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:** Instructor provides positive feedback for correct information and direction provided by the student.

**Consultation:** The student provides instructor 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 instructor now and then.

### LEARNING OUTCOMES

#### Overarching statements:

Students are responsible to familiarize themselves *with Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2015-2016*. Attention must be given to the competencies that are identified as being relevant to NURS 308.

Students must regularly refer to the document entitled *NEPAB's Condensed Version of CARNA's Entry-to-Practice Competencies for the Registered Nurses Profession (2013)*.

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

- CARNA Entry-to-Practice Competencies for the Registered Nurses Profession (2013)
- CARNA Practice Standards for Regulated Members (2013)
- CNA Code of Ethics for Registered Nurses (2008)

**It is an expectation that students bring forward competencies acquired in previous courses and that students provide safe, knowledgeable, ethical nursing care. Students who do not meet this expectation are at risk of failing N308 prior to the end of the course.**

**In addition to maintaining competency with previous course learning outcomes, upon completion of Nursing 308, the nursing student will be able to:**

1. Describe, understand and articulate an understanding of theory related to key patient safety concepts including communication, teamwork, environmental and human factors, safety risks and adverse events disclosure.
2. Describe, understand and articulate an understanding of theory related to patient centered care and interdisciplinary practice.
3. Demonstrates with minimal assistance, knowledge and application of safety practices and safety theory in nursing practice.
4. Demonstrate, with minimal assistance, the ability to practice in accordance with First 8 Months competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2015-2016*.
5. Demonstrate, with minimal assistance, the ability to use professional and therapeutic communication skills to collaborate with clients (adolescents to older adults) experiencing chronic or acute variances in health, and located in acute care centres.
6. Demonstrate, with minimal assistance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing chronic and acute variances in health.
7. Demonstrate, with minimal assistance, competence in the assessment, planning, implementation and evaluation of nursing interventions to clients experiencing chronic and acute variances in health across the life-span.
8. Demonstrates, with minimal assistance, competence in selected nursing skills required for nursing care of clients (from adolescents to older adults) experiencing acute and chronic illnesses and variations in health.
9. Demonstrate, with minimal assistance, the ability to integrate selected nursing model/theory in client-centred nursing practice.
10. Demonstrate, with guidance, the ability to engage in evidence-based practice.

11. Demonstrate, with guidance, the processes of self-directed learning, critical thinking, and group process in inquiry-based learning, in a variety of acute care settings.

## **NURSING PROGRAM POLICIES**

Please refer to University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook (2018-2019) for specific Nursing Program policies and to Keyano College Calendar for general College policies.

Please refer to the Student Handbook and review the Student Code of Conduct Policy (Policy 110.0), Student Rights Policy (Policy 111.0) and Student Code of Conduct Procedure (110.1). It is expected that you will review and be aware of expectations relative to student rights, responsibilities and behavior.

Please review the Keyano College Nursing Program Policy on Clinical Attire, which is outlined in the student handbook. The following are required items for clinical: nametag, Keyano College ID, watch with second hand, penlight, black pen, bandage scissors and stethoscope.

### **PLAGIARISM**

Please refer to Appendix D for the statement on plagiarism. The tutorial regarding plagiarism can be found on Moodle and must be completed.

## **LATE POLICY FOR ASSIGNMENTS**

All assignments are to be submitted as indicated in the syllabus and timetable. Extensions on assignments may be granted; however, must be negotiated with the Instructor prior to the due date and with a date specified for late submissions. Assignments not submitted on the day and time specified will incur a 5% deduction per day including weekends. This will be applied each day until the assignment is received by the instructor. Students can submit assignments by e-mail on weekends, but must provide a paper copy on the first day following the weekend.

## **SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE**

It is the College's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please let your instructor know immediately so options can be discussed. You are also welcome to contact Disability Services to establish reasonable accommodations. Please call 780-791-8934 or drop in (second floor across from Academics Office).

## OVERVIEW OF LEARNING EXPERIENCES

### ORIENTATION

It is essential that the students attend this orientation. Students are responsible for knowing the orientation schedule. It will be held on **September 10, 2018**. Time and location are on the course schedule.

### CLINICAL PRACTICE

**In order to pass Nursing 308 students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences.**

Components of this clinical experience will include:

- A scheduled nursing practice experience in the clinical setting. All 308 students will rotate through Surgery and Medicine.
- Specialty areas will include **Home Care, Operating Room, Endoscopy, and Cast Clinic** and may also include additional areas as they are available and agreed upon with the instructor and student.
- Clinical rotations will commence on week three. Clinical rotations may include eight (8) and twelve (12) hour day and weekend shifts and client research will take place on the day prior to the scheduled shift. Please see timetable for dates and times.
  1. Research will prepare the student to provide safe, knowledgeable, ethical care and is essential to successful completion of this course.
  2. Complete research on assigned client(s) to include a detailed concept map using the Schuster Model. If caring for a client for more than one day, update client information/assessment and concept maps on each successive day. Plan of Care for clients are to be submitted to the Instructor for review following pre-conferences.
  3. Perform initial and ongoing assessments on all assigned clients.
  4. Document client care in a draft form for review by the Instructor prior to documenting in the client's chart.

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

- The student will contact their assigned unit;
- The student will contact The Nursing Office at 791-4889 and leave a message;
- The individual Instructor will advise students on Instructor contact preference;

- The Instructor may advise the student to contact the Keyano College Nurse at 791-4808.

Students not following these requirements will be considered absent without leave and abandoning their patients. This may result in clinical failure.

If the student is absent from the clinical setting for other reasons:

- The student will contact their assigned unit;
- The student will contact the Nursing Office at 791-4889 and leave a message;
- The individual Instructor will advise students on Instructor contact preference.

**OVERVIEW OF COURSE EVALUATION**

In order to pass Nursing 308, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences and assignments.

*Students must receive a grade of 60% to pass N308. As well, students must receive a Satisfactory rating in each of the ten (10) categories on the ENP (see Appendix D for more detail).*

**Unsuccessful performance in a clinical course will result in a grade of F regardless of withdrawal date.**

METHOD OF EVALUATION	DATES	PERCENTAGE OF FINAL GRADE
Medication Administration Safety Screen Exam (MASS) – Pass/Fail <b>September 11, 2018 - 0830 to 0915</b>		
Objective Structured Clinical Examination (OSCE)	September 13, 2018	Pass/Fail
Evaluation of Nursing Practice	December 12, 2018 Dates due may vary depending on Group (see Timetable for due date)	70%
Theory Exam	December 10, 2018	30%
TOTAL		100%



## MEDICATION ADMINISTRATION SAFETY SCREEN (MASS)

Students are expected to read Chapter 8 (up to and including page 208) in the textbook from the following text:

Predham, B & Buchholz, S. (2010). *Henke's med-math: First Canadian edition*. Philadelphia, PA: Lippincott.

Complete Proficiency Tests from Chapter 8 up to and including page 208 in the textbook and hand in by **September 7, 2018**. In addition, please review chapters 1 through 7, and 12 & 13 in preparation for MASS exam.

The MASS Exam is scheduled to be written on **September 11, 2018, at 0830 – 0915 hours in CC195**. Students may use a basic calculator in the exam. The pass mark is 90%. Any required changes in time/room number will be communicated on Moodle.

This examination will provide an opportunity for students to demonstrate proficiency in calculating accurate medication dosage. The exam content will include medication preparation, administration protocols, and dosage calculations appropriate to the course, including calculations required to administer oral, and intradermal, subcutaneous and intra-muscular medications.

Medication administration in clinical practice will not commence until successful completion of the supplemental MASS exam. The MASS exam will not be subject to accommodations; the exam will be written within the allotted 45 minute time frame and invigilated by the instructor in the classroom.

Students who are unsuccessful will be given the opportunity to write one (1) supplemental exam, which must be completed within one week. If necessary, the student and the Instructor will schedule the MASS re-write in the Skill Centre at a mutually agreed time within a minimum of one (1) day and a maximum of one (1) week.

Students who are unsuccessful in the supplemental exam will be required to withdraw from Nursing 308.

## OSCE (OBJECTIVE STRUCTURED CLINICAL EXAMINATION)

**OSCEs will take place on September 13, 2018 in Rooms 190/192.** The Instructor will provide students with their assigned times in advance of the OSCE taking place.

The OSCE is an objective method of assessing a student's clinical competence with objective evaluation criteria that is determined in advance. The OSCE is purported to have the potential for testing a wide range of knowledge and skills.

Each student will have 30 minutes to complete the OSCE and 10 minutes to complete the written component of the OSCE. Students must successfully complete their OSCE prior to going into the clinical setting. The OSCEs in Nursing 308 is pass/fail.

Students who do not successfully pass the OSCE on the first attempt will have one additional attempt. A student not be successful on the second attempt will receive a failing grade of D in Nursing 308.

### THEORY EXAM

The Theory Exam consists of 100 multiple choice questions. The exam is scheduled for **December 10, 2018 from 0900-1130 hours in CC228**. This exam covers all of the theory covered to the end of this course as well as any knowledge students are required to have in order to be successful in the clinical setting. Please refer to Appendix C for Expectations of Students Writing On-Line Exams.

### EVALUATION OF NURSING PRACTICE

Students' practice performance will be evaluated according to the criteria outlined in the Evaluation of Nursing Practice (ENP) (**Appendix A**).

- This will be accomplished through observation, assessment, and evaluation of the student during nursing practice. Evaluations will be completed by the Instructor and may be supplemented with input from peers, staff, clients, and other nursing Instructors.
- Additionally, preparation and safe clinical knowledge will be assessed through nursing plan of care/concept maps, as well as through the application of the nursing process (i.e. nursing diagnosis, goals, interventions, and evaluation of client care).
- Students are expected to be prepared for each clinical day by researching procedures, medical conditions, medications, etc. prior to providing client care. 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, goals, interventions, medications, client teaching plan) with the Instructor during pre-conference and during clinical time.

If a student is not adequately prepared for clinical to deliver safe, knowledgeable and ethical care to assigned client(s), the Instructor may request that the student leave the unit. Being adequately prepared also includes having a plan of care/concept map that encompasses the delivery of safe care to assigned client(s).

Students are expected to pass all ten components of the ENP in order to pass the course. If you do not pass all criteria on the ENP, it constitutes a clinical failure, as the student has then shown unsafe, unprofessional or unethical nursing practice.

Students who demonstrate unsatisfactory clinical performance, indicative of clinical failure, will be informed immediately by the Instructor. To facilitate progress for the student with

unsatisfactory performance, a remedial plan will be developed by the Instructor with input by the student within 24 hours after being advised of unsatisfactory performance. Students who do not meet the required learning outcomes will receive a failing course grade.

The evaluation of students in clinical courses will be achieved through the use of the following three elements:

- Evaluation of Nursing Practice (ENP)
- Grade Descriptors
- Levels of Independence

Written reflection may be required as part of the weekly and mid-terms evaluations depending on the Instructor. Additional written reflection may be required by individual instructors based on student progress.

### Critical Self Reflection

Identifying critical incidents as a student in nursing education facilitates the integration of theory and practice and can assist the student to foster reflective practice, along with personal and professional development. Instructors will evaluate how students have shown reflective practice by asking questions during pre-conferences, throughout the clinical shifts, during post-conferences, and during midterm and final evaluations.

Students are highly encouraged to critically reflect on their nursing practice throughout the course. Confidentiality MUST be maintained when describing a clinical incident.

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

- Describe in detail a significant experience that you had during your week. Include thoughts, feelings, and perceptions.
- Reflect on the experience. Describe why this experience was important to you, and what factors (assessment, previously learned experiences, values, beliefs, stereotypes or biases) influenced yours/someone else's decisions/actions/feelings.
- Evaluate your strengths and areas needing improvement in this situation. What were the strengths and areas for improvement for the other health care professionals involved? Explain why you think these were areas of strength or areas needing development. How the client/family is ultimately affected?
- Describe your significant learning. How does this impact your nursing practice? Describe what you would do differently/investigate/maintain if a similar incident should occur in the future. Describe what you would teach someone else (i.e. peer) about this incident in order to improve nursing practice.
- Critical self-reflection should include evidence from the literature.

### Midterm Evaluations:

Instructors may elect to do weekly evaluations with students. Weekly evaluations will be reviewed with the student and signed by both the Instructor and the Student. Weekly evaluations will be attached to the back of the Final ENP.

If weekly evaluations are not done then a Midterm Evaluation will occur at the end of week eight. The Instructor and student will meet for the midterm evaluations at predetermined times as set up by the Instructor in advance. Students must come to the meeting prepared.

Students must complete a Self-Evaluation including:

- a. Completion of each of the ten (10) sections of the ENP using the midterm section (MT) for the Student. The Student will provide one to two examples per section indicating how they met specific criteria. At the end of the ENP, the student shall write a summary that outlines strategies to improve clinical practice and recommendations for growth in the second half of the course. Strategies should be based on literature and referenced.
- b. Students must come to the midterm evaluation prepared to discuss strategies to improve clinical practice and recommendations for growth. The focus of the midterm evaluation will be reflection on practice and not assessment of grades. No grades will be discussed during midterm evaluations.
- c. Critical self-reflection may be required as part of the mid-term. The student is expected to discuss one event that occurred during their clinical experience and follow the Guidelines for Critical Self-Reflection outlined on the previous page. Students must also bring personalized article(s) used as evidence in the self-reflection.

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

### Final Written Evaluations:

Final evaluations will be scheduled and occur after the last scheduled shift (see Timetable) in the Instructor's office. Appointment times will be allotted by the Instructor. A final written summative evaluation will be completed by the student and the Instructor based on the Evaluation of Nursing Practice (ENP) (**Appendix A**).

Students must complete a Self-Evaluation including:

- a. Completion of each of the ten (10) sections of the ENP with one to two examples per section of how the student met specific criteria. At the end of the ENP, the student

- should write a summary that outlines strategies to improve clinical practice in the next clinical course. Strategies should be based on literature and referenced.
- b. Identification of the grade the student feels they should receive for the course. Students must provide rationale related to the grade that is expected.

Students must come prepared with all of the above or will be required to rebook an appointment with the Instructor.

Please submit to your Instructor, via e-mail or hard copy, the completed ENP and your personalized article(s) three days prior to your final evaluation or on the date specified on the Timetable.

**PLEASE NOTE:** Students are to complete an on-line course evaluation for Nursing 308, which can be accessed through Moodle or the following link: <http://keyano.fluidsurveys.com/s/nursing-student-evaluation/>

Student feedback is important to ensure continued provision of high quality education in the baccalaureate program.

## CODE OF ETHICS

Canadian Nurses Association (CNA), Code of Ethics for Registered Nurses (2008) guides nursing practice and must be reflected in all components of Nursing 308 and evidenced in the Evaluation of Nursing Practice (ENP). Refer to Keyano College Student Handbook Nursing Program Policies 2015-2016) or access in the following link:  
<https://cna-aiic.ca/html/en/Code-of-Ethics-2017-Edition/files/assets/basic-html/page-1.html#>

College and Association of Registered Nurses of Alberta (CARNA), Entry to Practice Competencies for the Registered Nurses Profession (2013). Refer to Keyano College Student Handbook Nursing Program Policies (2015-2016) or access in the following link:  
[http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/RN\\_EntryPracticeCompetencies\\_May2013.pdf](http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/RN_EntryPracticeCompetencies_May2013.pdf)

## REQUIRED TEXTS

All previously required Collaborative BScN Program textbooks will be used during this course, including all books purchased for Year 3.

## Appendix A

### Nursing 308 Evaluation of Nursing Practice – 2017-2018

Student: ID:	Clinical Faculty: Section #:
Placement: Health Centre	Posting Dates: From: _____ To: _____
Days Absent/Sick:	Provided student with copy of evaluation: Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Final mark:     /40</b>	

*\*Student's overall performance will be assessed in each of the categories from Graduate Competencies and Year-End Outcomes Condensed Version 2015-2016*

<b>PASS</b>	<b>Excellent (4):</b>	Student meets the objectives at a “Level of Independence” greater than identified on the ENP, all of the time.
	<b>Very Good (3.5):</b>	Student meets the objectives at a “Level of Independence” greater than identified on the ENP, majority of the time.
	<b>Good (3.0):</b>	Student meets the objectives at a “Level of Independence” greater than identified on the ENP some of the time.
	<b>Satisfactory (2.5):</b>	Student meets the objectives at a “Level of Independence” required on the ENP.
<b>FAIL</b>	<b>Unsatisfactory (&lt;2.5)</b>	Student fails to meet the objectives at a “Level of Independence” required on the ENP.

**Note:**

- Refer to the *Graduate Competencies and Year-End Outcomes Condensed Version 2015-2016*. All courses contribute to the acquisition of each competence. All students are responsible for integrating all knowledge and skills covered in previous and concurrent coursework.
- If a section is grayed out, it indicates that a competency partially applies in this particular clinical course.

**LEVEL OF INDEPENDENCE** (There is an expected progression within a course and between levels).

The following levels of independence will be utilized (unless otherwise indicated):

Levels	Levels of independence (beginning of term → end of term)	Description (beginning of term → end of term)
Level 2, junior 2	With minimal assistance → with guidance	The student requires <i>occasional</i> direction and information → The student requires clarification, prompting and confirmation.

**Definition of terms:**

- Direction:** faculty tells student what to do, about steps to take
- Information:** faculty tells student specifics about a concept, topic

**Clarification:** faculty, 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:** faculty provides student with a cue the answer is incomplete and how to resolve the lack of information. Prompting is generally used to add breadth or depth.

**Confirmation:** faculty provides positive feedback for correct information and direction provided by the student

**Consultation:** student provides faculty with information and/or direction and asks specific questions about the information.

**Occasional:** indicates that input is provided by faculty now and then.

**UNIVERSITY OF ALBERTA - FACULTY OF NURSING**  
**NURS 308 Evaluation of Nursing Practice**

**Student is to complete ENP and send to faculty electronically through University of Alberta email. Examples required.**

**Faculty documentation with specific examples are required if faculty disagrees.**

**RELATED COURSE OBJECTIVE:**

Demonstrate the ability to practice in accordance with NURS 308 competencies as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2015-2016.*

<b>1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY</b>						<b>Final Mark</b>
Demonstrates professional conduct and that the primary duty is to the client to ensure safe, competent, compassionate, ethical care.						/4
RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples
		MT	F	MT	F	
<b>Levels of independence</b> (beginning of term → end of term): <b>With minimal assistance → with guidance</b>						
1.2.1	➤ <b>Independently</b> represents self by first and last name and professional designation (protected title) to clients and the health care team.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
1.2	➤ (Professional Qualities and Attributes) Demonstrates attributes of: accountability and responsibility, beginning confidence and self-awareness, a professional presence, initiative, collaboration with the care team and significance of professional activities.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

2.2	➤ (Critical thinking and problem solving) Demonstrates skills and judgments in critical thinking re: new knowledge, the organization of workload and time management.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3.2	➤ (Professional accountability and responsibility for safe practice) Understands, promotes, and enacts all aspects of safe practice for self, clients and others, including awareness of individual competence within the legislated scope of practice and professional responsibility to take action on recognized unsafe health care practices and workplace safety risks.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4.2	➤ (Promoting excellent and healthy workplaces) Promotes a healthy culturally safe practice environment, including the use of basic conflict resolution strategies and the critical assessment, application, evaluation and improvement of protocols, policies and procedures.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Faculty's comments</b>		<b>MT:</b>				
		<b>F:</b>				
<b>2. KNOWLEDGE-BASED PRACTICE</b>						<b>Final Mark</b>
<b>A. Specialized Body of Knowledge</b> Has knowledge from nursing and other sciences, humanities, research, ethics, spirituality, relational practice, and critical inquiry.						
<b>RC</b>	<b>Objective</b>	<b>Student Objectives Met (Yes/No)</b>	<b>Faculty Assessment (Yes/No)</b>	<b>Student's examples</b>		<b>/4</b>



Levels of independence (beginning of term → end of term): With minimal assistance → with guidance		MT	F	MT	F
5.2	➤ Demonstrates knowledge in current and emerging health care issues and challenges, including relevant related knowledge of: workplace health and safety, community development and population health, global and community health and safety, primary care, determinants of health, health disparities and inequities and population health.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.2	➤ Demonstrates knowledge in current population and health care research, nursing and health informatics and information communication technology.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
7.2	➤ Develops an increasing knowledge about human growth and development of persons, groups, communities and populations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
8.2	➤ Demonstrates knowledge in health sciences: physiology, pathology, pharmacology, epidemiology, genetics, and immunology.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
9.2	➤ Demonstrates knowledge in nursing science, social sciences and humanities, including theoretical and practical knowledge of relational practices foundational to nursing care and the contribution of registered nurse practice to the achievement of positive health outcomes.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

10.2	➤ Accesses, critiques and uses research in care with colleagues; collaborates and participates in knowledge development to support current, competent, safe care and practice.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<b>Faculty's comments</b>	<b>MT:</b>				
		<b>F:</b>				
<b>3. KNOWLEDGE – BASED PRACTICE</b>						<b>Final Mark</b>
<b>B. Competent Application of Knowledge</b> Demonstrates competence in the provision of nursing care. The competency statements in this section are grouped into four areas about the provision of nursing care (Ongoing comprehensive assessment; health care planning; providing nursing care, and; evaluation). The provision of nursing care is an iterative process of critical inquiry and is not linear in nature. 1: Ongoing Comprehensive Assessment - Incorporates critical inquiry and relational practice to conduct a comprehensive client-focused assessment that emphasizes client input and the determinants of health.						
<b>RC</b>	<b>Objective</b>	<b>Student Objectives Met (Yes/No)</b>		<b>Faculty Assessment (Yes/No)</b>		<b>Student's examples</b>
		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>	<b>/4</b>
<b>Levels of independence</b> (beginning of term → end of term): <b>With minimal assistance → with guidance</b>		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>	
11.2	➤ (Client engagement) Reduces effect of positional power and personal bias while actively engaging the client in holistic, capacity-based assessment and goal setting.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12.2	➤ (Critical Thinking) Uses anticipatory planning, analyzes and interprets data and collaborates with the health team during ongoing assessment of the client's actual and potential health status and identification of their needs, capacities and goals.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13.2	➤ (Tools and techniques) Uses appropriate, comprehensive	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	assessment tools and information and communication technologies to assess clients and support information synthesis, complying with evidence-informed practice, agency policies and protocols and completing assessments in a timely manner.					
	<b>Faculty's comments</b>	<b>MT:</b>				
		<b>F:</b>				
<b>4. KNOWLEDGE-BASED PRACTICE</b>						<b>Final Mark</b>
<b>B. Competent Application of Knowledge</b>						
Area 2: Health care planning: within the context of critical inquiry and relational practice, plans nursing care appropriate for clients which integrates knowledge from nursing, health sciences and other related disciplines, as well as knowledge from practice experiences, clients' knowledge and preferences, and factors within the health care setting.						
<b>RC</b>	<b>Objective</b>	<b>Student Objectives Met (Yes/No)</b>		<b>Faculty Assessment (Yes/No)</b>		<b>Student's examples</b>
		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>	<b>/4</b>
<b>Levels of independence</b> (beginning of term → end of term): <b>With minimal assistance → with guidance</b>		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>	
14.2	➤ (Client Engagement) Minimizes positional power and promotes client ownership by involving clients in identifying and outcomes of care, exploring care alternatives and accessing appropriate resources.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15.2	➤ (Anticipatory planning skills) Uses critical inquiry and principles of primary health care to initiate appropriate planning for clients' anticipated health problems, client and staff safety concerns and the need for consultation with the client	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	and team to promote continuity of care and manage complex problems.					
	<b>Faculty's comments</b>	<b>MT:</b>				
		<b>F:</b>				
<b>5. KNOWLEDGE-BASED PRACTICE</b>						<b>Final Mark</b>
Area 3: Providing Registered Nursing Care: provides client-centred care in situations related to: <ul style="list-style-type: none"> <li>• health promotion, prevention and population health;</li> <li>• maternal/child health;</li> <li>• altered health status including acute and chronic physical and mental health conditions and rehabilitative care;</li> <li>• palliative care and end-of-life care.</li> </ul>						
<b>RC</b>	<b>Objective</b>	<b>Student Objectives Met (Yes/No)</b>		<b>Faculty Assessment (Yes/No)</b>		<b>Student's examples</b>
		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>	<b>/4</b>
<b>Levels of independence</b> (beginning of term → end of term): <b>With minimal assistance → with guidance</b>		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>	
<b>16.2</b>	➤ (Safety) Performs effectively in rapidly changing client condition; applies bio-hazard and safety principles to all aspects of preventive, supportive, diagnostic, therapeutic procedures and care.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>17.2</b>	➤ (Prevention) Incorporates principles of population health and engages prevention strategies when providing client care and promoting the health and safety of clients, groups, self and others.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>18.2</b>	➤ (Evidence-Informed Care) Incorporates knowledge of current theory, best practice clinical guidelines, and research in carrying out decisions and implementing care across the lifespan.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

19.2	➤ (Supportive client-centered care) Provides culturally safe, competent, client-centered care (during acute, chronic or palliative health challenges) that is supportive of and attends to client: development and role transition, decisions re health outcomes, informed choices re care, and the use of learning plans and strategies for promoting optimal health by accessing and building upon capacities and available resources.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
20.2	➤ (Organization, skill and clinical judgment) Recognizes, seeks help and assist in rapidly changing, unstable client situations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
21.2	➤ (Organization, skill and clinical judgment) Prioritizes and provide timely care and consult as necessary in complex and rapidly changing client situation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
22.2	➤ (Organization, skill and clinical judgment) Provides knowledgeable, competent assistance to clients throughout all phases of diagnostic procedures and treatment processes.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<b>Faculty's comments</b>	<b>MT:</b>
	<b>F:</b>

<b>6. KNOWLEDGE-BASED PRACTICE</b> <b>B: Competent Application of Knowledge</b> Area 4: Evaluation of client care: Monitors the effectiveness of client care to inform future care planning.	<b>Final Mark</b>
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<b>RC</b>	<b>Objective</b>	<b>Student Objectives Met</b>	<b>Faculty Assessment</b>	<b>Student's examples</b>	<b>/4</b>
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		(Yes/No)		(Yes/No)			
<b>Levels of independence</b> (beginning of term → end of term): <b>With minimal assistance → with guidance</b>		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>		
<b>23.2</b>	➤ (Evaluation) In consultation with the client and health team, engages in timely, critical monitoring of the client's care outcomes, verifying client knowledge and skills, modifying and individualizing care as required.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>24.2</b>	➤ (Documentation) Provides concise, accurate, timely reports and documentation of care.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Faculty's comments</b>		<b>MT:</b>					
		<b>F:</b>					
<b>7. ETHICAL PRACTICE</b> Demonstrates competence in professional judgment and practice decisions guided by the values and ethical responsibilities in the CNA Code of Ethics for Registered Nurses (2008, and the CARNA document Ethical Decision-making-for Registered Nurses in Alberta: Guidelines and Recommendations (2010). Engages in a critical inquiry to inform clinical decision-making and establishes therapeutic, caring, and culturally safe relationships with clients and health-care team.							<b>Final Mark</b>
<b>RC</b>	<b>Objective</b>	<b>Student Objectives Met (Yes/No)</b>		<b>Faculty Assessment (Yes/No)</b>		<b>Student's examples</b>	<b>/4</b>
<b>Levels of independence</b> (beginning of term → end of term): <b>With minimal assistance → with guidance</b>		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>		
<b>25.2</b>	➤ (Ethical competence) Promotes a safe, ethical, caring environment for clients and colleagues characterized by: self-awareness, understanding of appropriate boundaries, competent relational practices and ability to use principled ethical reasoning.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>26.2</b>	➤ (Knowledgeable ethical practice) Practices according to the CNA Code of Ethics including care for all	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		

	persons, inclusive of culture and religious beliefs and based on knowledge and understanding of: ethical responsibilities and legal obligations, informed consent, client autonomy, advocacy privacy, confidentiality and security.					
	<b>Faculty's comments</b>	<b>MT:</b>				
		<b>F:</b>				
<b>8. SERVICE TO PUBLIC</b>						<b>Final Mark</b>
Demonstrate an understanding of the concept of public protection and the duty to provide nursing care in the best interests of the public.						
<b>RC</b>	<b>Objective</b>	<b>Student Objectives Met (Yes/No)</b>		<b>Faculty Assessment (Yes/No)</b>		<b>Student's examples</b>
		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>	<b>/4</b>
<b>Levels of independence</b> (beginning of term → end of term): <b>With minimal assistance → with guidance</b>						
27.2	➤ (Team Work) Demonstrates leadership in coordination of health care, promotion of interprofessional collaboration, team communication and development, including knowledge of the scope of practice of members and the appropriate assignment, delegation and supervision of work within the team to facilitate continuity of care.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
28.2	➤ (Knowledge of systems and change) Uses knowledge of all levels of the health care system to: assess and improve organizational culture, enhance the quality of professional and safe practice environment, use established policies and protocols within and across health care sectors,	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	advocate for access to resources, and assess and promote effective change.					
29.2	➤ (Knowledge of systems and change) Supports planning and professional efforts for a healthier, safer society, including awareness of public health policy and emergency preparedness.	Not applicable				
30.2	➤ (Workplace health and safety) Applies principles of workplace health and safety to protect the public, the environment, clients, self and colleagues from all forms of injury or abuse; safely and effectively manages resources.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Faculty's comments</b>		<b>MT:</b>				
		<b>F:</b>				
<b>9. SELF-REGULATION</b>						<b>Final Mark</b>
Demonstrates an understanding of professional self-regulation by developing and enhancing own competence, ensuring consistently safe practice, and ensuring and maintaining own fitness to practice.						
<b>RC</b>	<b>Objective</b>	<b>Student Objectives Met (Yes/No)</b>		<b>Faculty Assessment (Yes/No)</b>		<b>Student's examples</b>
		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>	<b>/4</b>
<b>Levels of independence</b> (beginning of term → end of term): <b>With minimal assistance → with guidance</b>						
31.2	➤ (Self-Regulation) Understands the unique role and mandate of CARNA and the nursing profession as legislated and self-regulating.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
32.2	➤ (Self-regulation) Assumes individual responsibilities for all aspects of professional-legal privilege and public trust by assessing and maintaining competence and fitness to practice.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Faculty's comments</b>		<b>MT:</b>				



		<b>F:</b>				
<b>10. INQUIRY LEARNING</b>						<b>Final Mark</b>
Demonstrate competency with the application of the elements of inquiry learning in theory, laboratory and clinical experiences.						
<b>RC</b>	<b>Objective</b>	<b>Student Objectives Met (Yes/No)</b>		<b>Faculty Assessment (Yes/No)</b>		<b>Student's examples</b>
		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>	<b>/4</b>
<b>Levels of independence</b> (beginning of term → end of term): <b>With minimal assistance → with guidance</b>						
<b>33.2</b>	➤ Demonstrates competency with the application of the elements of inquiry learning in class, laboratory and clinical experiences.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>34.2</b>	➤ Demonstrates the ability to deal with ambiguity and diversity.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>35.2</b>	➤ Demonstrates mentorship in professional practice at a beginning level	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>36.2</b>	➤ Demonstrates understanding of content through scholarly writing	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Faculty's comments</b>		<b>MT:</b>				
		<b>F:</b>				

**Midterm further comments/recommendations for growth:**

**Student's comments and recommendations:**

**Faculty's comments and recommendations:**

**Student (PRINT NAME):**

Student (SIGNATURE): \_\_\_\_\_

Date:

Clinical Faculty (PRINT NAME):

Clinical Faculty (SIGNATURE): \_\_\_\_\_

Date:

## Nursing 308 Evaluation of Nursing Practice - FINAL RECOMMENDATIONS

Student: <span style="float: right;">ID:</span>	Clinical Faculty: <span style="float: right;">Section #:</span>
Placement: Health Centre	Posting Dates: Days Absent/Sick:
Electronic copy to student    Yes <input type="checkbox"/> No <input type="checkbox"/>	

**Final recommendations to support student development in further clinical courses (specific to the student’s clinical practice):**

Student Recommendations:

Faculty’s recommendations:

*Student is to share and discuss these recommendations with their next clinical faculty.*

**Student (PRINT NAME):**

**Student (SIGNATURE):** \_\_\_\_\_

**Date:**

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

**Clinical Faculty (PRINT NAME):**

**Clinical Faculty (SIGNATURE):** \_\_\_\_\_

**Date:**

Please Note: This information is collected for the purpose of appraising student performances; assigning a course mark; and monitoring student progress under the authority of Section 33 (c) of the *Alberta Freedom of Information and Protection of Privacy Act* and will be protected under Part 2 of that Act. For further information, please contact the Associate Dean Undergraduate Programs in the Faculty of Nursing. .

**Appendix B**  
**Keyano College Percentage – Alpha Grading System**

<b>Descriptor</b>	<b>Percentage Scale</b>	<b>Alpha Scale</b>
<b>Excellent</b>	<b>96-100</b>	<b>A+</b>
	<b>90-95</b>	<b>A</b>
	<b>85-89</b>	<b>A-</b>
<b>Good</b>	<b>80-84</b>	<b>B+</b>
	<b>76-79</b>	<b>B</b>
	<b>72-75</b>	<b>B-</b>
<b>Satisfactory</b>	<b>68-71</b>	<b>C+</b>
	<b>64-67</b>	<b>C</b>
<b>Minimum Pass</b>	<b>60-63</b>	<b>C-</b>
<b>Poor</b>	<b>55-59</b>	<b>D+</b>
	<b>50-54</b>	<b>D</b>
<b>Failure</b>	<b>0-49</b>	<b>F</b>

## Appendix C

### Expectations of Students Writing On-Line Exams

1. Students are responsible for accessing the exam from a location and computer of their choice. The student is responsible for discussing any computer/internet issues with the Instructor at least two days prior to the exam date listed on the course timetable.
2. Quizzes and exams are not open book exams. The quiz or exam is to have been studied for prior to the quiz/exam date and is to be completed independently; that is by oneself, not in collaboration with or company of another person or persons. No photos of quiz/exam questions are to be taken via phones.
3. Once the quiz/exam has started, the student will submit their answers immediately before going on to the next question. The student will not be able review/change answers.
4. Students must ensure they have a reliable internet connection.
5. If students are writing from outside Fort McMurray or in another province, it is the students' responsibility to ensure the time change is adhered to. That is if the exam is to start at 0900 hours Alberta time and is being written in Ontario, then the time to begin the exam is at 1100 hours Ontario time. It is **strongly recommended** that students write within Alberta as Moodle may not be supported outside of the province. Students must seek permission from instructor if writing a quiz/exam outside of the province.
6. Time for online quizzes/exams will be strictly adhered to. For example, if a quiz is for thirty minutes it will be open for exactly thirty minutes. The instructor will let the student know the exact time of the quiz/exam. Fourth year students will have access to the NCLEX prep exam for 60-90 minutes after the exam closes in order for review of rationale to occur for questions they answered incorrectly.
7. No grades will be released until the instructor has had time to review the quiz/exam stats. Once the review has been done, the marks will be released. Review of quiz/exam questions in class will be done at the instructors' discretion.
8. If any issue arises during the taking of the quiz/exam, the student is to contact the instructor immediately at the time of the issue.
9. It is the responsibility of each student to be familiar with the contents of the Student Code of Conduct. At the beginning of January 2016, it will be mandatory that all students sign a form identifying they have read/or are familiar with the Student Code of Conduct. First, Second, and Third year students will have read or are familiar with the Keyano College Student Code of Conduct. Fourth year students will identify they are familiar with the University of Alberta Student Code of Conduct. Beginning in September 2017, all new students plus students moving from third to fourth year will be mandated to sign the above form(s).

## **Appendix D**

### **Statement on Plagiarism**

All students must complete the Plagiarism/Tutorial Certificate found on Moodle. To locate this information, sign into Moodle and on the left side of the page under student the tutorial can be located.

Expectations:

1. Beginning in January 2016, all students must complete this tutorial. The certificate must be shown to the instructor prior to submitting any written assignment. Failure to show the instructor the certificate of completion could result in a late written assignment penalty.
2. If you have completed this tutorial in a University Studies course you can show your instructor the certificate. The tutorial is required to be completed only once during your time at Keyano unless you have left the program and returned.
3. Beginning in September, 2016 all new students must complete the plagiarism tutorial