



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

**COURSE SYLLABUS**

**NURSING 406**

*Community Nursing Practice*

**January 6, 2020-April 9, 2020**

**Nursing 406 is equivalent to Nursing 406 at U of A**

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R: Dec 2019

**NURSING 406**  
**Course Outline**

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**NURSING 406  
COMMUNITY HEALTH NURSING PRACTICE  
COURSE OUTLINE**

**CALENDAR STATEMENT**

**NURS 406 Community Health Nursing Practice ★6** (*fi 12*) (either term, 0-0). Students will have the opportunity to apply concepts of community health nursing. Nursing practice will include health assessment and interventions with child-bearing families. Students will develop competence in both family and community assessments, the use of therapeutic communication skills, and the planning, implementation, and evaluation of community nursing interventions.

Prerequisites: NURS 206 (201), 207 (202), 115.

Corequisite: NURS 405.

**COURSE HOURS**

**Lecture: 0**

**Seminar: 0**

**Clinical: 208**

**COURSE DESCRIPTION**

Students will have the opportunity to apply concepts of community health nursing. Nursing practice will include health assessment and interventions with child-bearing families. Students will develop competence in both family and community assessments, the use of therapeutic communication skills, and the planning, implementation, and evaluation of community nursing interventions.

**INSTRUCTOR INFORMATION**

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Instructors are available for student consultation in their office. Please contact your instructor or the Nursing Office (780-791-4889) to arrange an appointment.

## 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) 2019-2020*. Attention must be given to the competencies that are identified as being relevant to NURS 406.

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

- CARNA Entry-Level Competencies for the Practice of Registered Nurses (2019)
- CARNA Practice Standards for Regulated Members (2013)
- CNA Code of Ethics for Registered Nurses (2017)

**It is an expectation that students bring forward competencies acquired in previous courses and that students provide safe, knowledgeable, and ethical nursing care. Students who do not meet this expectation are at risk of failing N406 prior to the end of the course.**

**In addition to maintaining competency with previous course learning outcomes, upon completion of Nursing 406, 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. Demonstrate, with guidance, the processes of self-directed learning, critical thinking, and group process in context-based learning, in a variety of community and/or acute care settings.
4. Demonstrate, with minimal assistance, the ability to practice according to the competencies listed for third year, described in the following document: *Graduate Competencies and Year End Outcomes Collaborative BScN Condensed Version*.
5. Demonstrate, with guidance, competence in the assessment, planning, implementation and evaluation of nursing interventions in the provision of care to clients experiencing alterations in Community health.
6. Demonstrate, with minimal guidance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing acute and chronic Community health alterations, in a variety of community and/or acute care settings.
7. Demonstrate, with minimal assistance, the ability to use professional and therapeutic communication skills to collaborate with clients, experiencing chronic or less acute variances in Community health.

8. Demonstrate, with minimal guidance, competence in ability to interact with and develop collaborative partnerships with other members of the health-care team and members of the community.
9. Demonstrate, with guidance, the ability to engage in evidence-based practice.
10. Demonstrate the ability to integrate knowledge into clinical practice.

## **PERFORMANCE REQUIREMENTS**

### **STUDENT RESPONSIBILITIES**

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar. More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

### **STUDENT ATTENDANCE**

It is the student's responsibility to ensure fitness to practice and to attend clinical placements. Attending clinical placements allows students adequate learning opportunities to meet the learning outcomes for this clinical course.

### **ACADEMIC MISCONDUCT**

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on [ilearn.keyano.ca](http://ilearn.keyano.ca). Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

### 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.

If the student does not submit an assignment by course end date and/or final exam date, a zero will be given for that assignment.

Students **MUST** submit all assignments in order to pass the course. If an assignment is not submitted before aforementioned deadlines, the student will receive a failing grade of an F in the course.

### SPECIALIZED SUPPORTS

The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre and Wellness Services, work together to support student success at Keyano College.

**ACCESSIBILITY SERVICES (CC260)** supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934.

**SKILL CENTRE (CC119)** provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 9:00 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

**WELLNESS SERVICES (CC260)** offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges.

Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

## ORIENTATION

It is essential that the students attend this orientation. Students are responsible for knowing the orientation schedule. Time and location are on the course timetable. It is important that each student thoroughly read the course orientation manual, which will be on Moodle. Specifics about clinical practice areas and clinical expectations are outlined.

## REQUIRED TEXTS AND RESOURCES

Gray Morris, D. C. & Brown, M. (2017). *Calculate with confidence*. (1<sup>st</sup> Canadian Ed.). Toronto, ON: Elsevier Canada.

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

## MOODLE AND EMAIL

It is the students' responsibility to ensure that they check Moodle courses at minimum of twice daily, once in morning and evening. It is recommended to check Moodle more frequently. It is the students' responsibility to ensure thorough review of all resources and content on the Moodle course site. The instructors have placed many resources and documents to ensure the students' success in each course.

Instructors will communicate with the student group by announcements in the news forum on Moodle. Please ensure that **you check this at least twice daily**.

It is the students' responsibility to check their Keyano College email at minimum of twice daily, once in morning and again in evening. It is recommended to check email more frequently. Please note that the method to contact your instructor is email. Please allow a 48 hour minimum response time from your instructor on business days. Instructors will not be checking emails on evenings and weekends/holidays. Do not text or call your instructor unless you will be absent for clinical that day; inquiries related to assignments and course content will be sent in an email to your instructor.



## CLINICAL PRACTICE

**In order to pass Nursing 406, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences.**

**If a student fails any part of the ENP, the student will receive an F for the entire course, regardless of marks received on assignments.**

Components of this clinical experience will include:

- A scheduled nursing practice experience in the clinical setting. All Nursing 406 students will rotate through a Community Agencies, Public Health and the Maternal – Child/Pediatric Units.
  - Community Agency – The focus of this experience will be communication, health teaching, and prevention of community health issues and promotion of community health and occupational health and safety.
  - Maternal Child/Pediatrics Unit– The focus of this experience will be basic nursing care, family, maternal and newborn care, pediatric care, community status assessment, health assessment, communication, medication administration.
  - Public Health Agency – The focus of this experience will be Well-Child Clinic participation, adult clinic teaching, Healthy Beginnings home visitation participation, school exposure, outlying communities exposure, and other opportunities as they become available. Under no circumstance shall any immunizations be prepared or administered to children under 18 years of age by the nursing student in this clinical placement.
- Clinical rotations may include eight and twelve hour day shifts each week (may include weekends) and client review will take place on the day prior to the scheduled shift (for maternal child only). Please see timetable for dates and times.
  1. Client review will prepare the student to provide safe, knowledgeable, ethical care and is essential to successful completion of this course.
  2. Complete review on assigned client(s) to include a detailed plan of care consisting of nursing diagnosis, goals, interventions and rationale for intervention. If caring for a client for more than one day, update client information/assessment and nursing care plan on each successive day with the client. Plan of Care for clients are to be submitted to the instructor for review following pre-conferences.
  3. Perform initial assessment under direct supervision of instructor or co-assign 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.

### **Absence from Clinical:**

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 780-791-4889 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 780-791-4808.

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 780-791-4889 and leave a message;
- The individual instructor will advise students on instructor contact preference prior to clinical start time.

If a student misses a significant amount of clinical hours, the student will be placed on a remedial plan to help ensure student success in Nursing 406.

## **LABS**

It is the requirement that the knowledge and skills obtained from all previous nursing courses, fixed resources and labs will be incorporated into your Nursing 406 clinical rotation. It is required that you read all the material and review applicable power points, documents, videos, etc prior to lab; lab time is reserved for skill demonstration. Please see timetable for dates and times. Labs are specified in the Nursing 405 syllabus.

## **OVERVIEW OF COURSE EVALUATION**

In order to pass Nursing 406, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences and assignments.

*Students must receive a pass Nursing 406 ENP to pass the course. As well, students must receive an Expected/Satisfactory rating in each of the ten (10) categories on the ENP. (see Appendix D for more detail).*

<b>METHOD OF EVALUATION</b>	<b>DATES</b>	<b>PERCENTAGE OF FINAL GRADE</b>
MAPE Exam (Medication Administration Proficiency Exam)	See timetable	Pass/Fail Passing grade: 90%
Community Health Promotion Assignment	See timetable	40%
Maternity Worksheet	See timetable	20%
Community/Public Health Worksheet	See timetable	10%
Public Health Concept Maps and Care Plans	See timetable	30%
Evaluation of Nursing Practice	See timetable	Pass/Fail

**MEDICATION ADMINISTRATION PROFICIENCY EXAM (MAPE)**

The purpose for the medication administration proficiency exam is to demonstrate proficiency in providing safe medication administration in preparation for the clinical setting. Exam content is from the Elsevier eBook Morris, D.C. G and Brown, L.A. M. *Calculate with Confidence, Canadian Edition*.

In preparation for the MAPE, students need to review the following Units 1 through 4.

Unit One (chapters 1 to 4): Math Review 1. Fractions 2. Decimals 3. Ratio and Proportion 4. Percentages. This unit is a great review of basic math skills.

Unit Two (chapters 5 to 7): Systems of Measurement 5. Metric, Apothecary, Household and Other Systems 6. Converting Within and Between Systems 7. Additional Conversions Useful in the Health Care Setting.

Unit Three (chapters 8 to 14): Methods of Administration and Calculation 8. Medication Administration 9. Understanding and Interpreting Medication Orders 10. Medication

Administration Records and Drug Distribution Systems 11. Reading Medication Labels 12. Dosage Calculation Using the Ratio and Proportion Method 13. Dosage Calculation Using the Formula Method 14. Dosage Calculation Using the Dimensional Analysis Method

Unit Four (chapters 15 to 18): Oral and Parenteral Dosage Forms and Insulin Calculations 15. Oral Medications 16. Parenteral Medications 17. Reconstitution of Solutions 18. Insulin

Unit Five (chapter 22): Pediatric and Adult Dosage Calculations Based on Weight- emphasis is on pediatric weight-based dosage calculations.

The MAPE is scheduled to be written at the date, time and location listed on your timetable using online Evolve Elsevier. Students may use a basic calculator in the exam. **The pass mark is 90%** requiring students to successfully complete 27/30 questions on the MAPE. Any required changes in time/room number will be communicated on Moodle. The MAPE 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 rewrite the MAPE, which must be completed per the date assigned by your instructor. If the student is unsuccessful in the MAPE write/rewrite, the student can administer medications under direct supervision until successful in the weekly subsequent rewrites of the MAPE, up to a maximum of 3 writes of the MAPE.

If the student is not able to successfully complete the MAPE exam in 3 attempts, the student will receive a D in the Nursing 406 and will not complete the clinical component. Being unsuccessful in writing the MAPE indicates that the student cannot safely calculate medication dosages which will then be reflected in the ENP as a clinical failure.

Students who are unsuccessful in all three of the exams will be required to withdraw from Nursing 406 receiving a grade of D for the course.

## COMMUNITY HEALTH PROMOTION ASSIGNMENT

### **Health Promotion Poster Presentation and Annotated Bibliography – 40%** **Due: See Timetable**

Each student will create a poster board and an annotated bibliography on a health promotion topic related to sexual health. Students will select one of the following options:

- Contraception
- Healthy relationships
- Consent and communication
- Gender and sexuality
- Sexually transmitted infections

The presentation is to include a professional and visually appealing poster, minimum size 20"x24", maximum size 27"x39". No tri-fold poster boards may be used. The target audience is college students. Health literacy must be considered in the development of the poster. Content of the poster must be supported by literature. The student must be prepared to present the topic and answer questions from other college students.

The annotated bibliography is to include four current, Canadian, peer-reviewed, relevant research journal articles pertaining to your topic. The annotated bibliography is to be APA formatted. Journal articles must be primary sources. Websites do **NOT** count as journal articles. Journal articles **MUST** be submitted with the assignment. See Appendix C for the marking rubric.

## **MATERNITY AND COMMUNITY/PUBLIC HEALTH WORKSHEETS**

### **Take Home Exams:**

**1) Maternity Worksheet 20%**

**2) Community Public Health Worksheet 10%**

**Due: See Timetable**

Students will independently complete and submit worksheets on due dates as indicated on the timetable.

## **PUBLIC HEALTH CONCEPT MAPS**

### **Public Health Concept Maps & Care Plans – 30%**

**Due: See Timetable**

Students will create three concept maps and care plans per week of the public health rotation for a total of six concept maps and care plans.

Week one: 2 months, 4 months, 6 months

Week two: 12 months, 18 months, 4-6 years

See the N406 Student Clinical Guide for required concept map content. Care plans must include 2 priority wellness-oriented nursing diagnoses related to the developmental milestones of that age group. Care plans must demonstrate application of the nursing process. See Appendix D for the marking rubric.

## **MATERNAL & NEWBORN ASSESSMENT**

During the Maternal Child portion of the clinical experience the student will competently demonstrate a head to toe assessment of a post-partum maternity and a newborn client. This will include information learned in the lab. The student is expected to identify and explain normal and abnormal findings. The student will then document the assessment in a narrative charting style and submit this document to the instructor. This will be done without the use of any

resources or references. Use of guides or consultation with colleagues or co-assigns will constitute cheating and will be reflected in the ENP.

## 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 faculty.
- Additionally, preparation and safe clinical knowledge will be assessed through nursing plan of care, 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, and medications 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 that encompasses the delivery of safe care to assigned client(s).

Students are expected to pass all 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 failure to meet the clinical course learning outcomes as per the ENP, will be informed immediately by the instructor. To facilitate progress for the student with unsatisfactory performance, a collaborative learning 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. Students requiring a collaborative learning plan are not eligible to withdraw from a clinical course.

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 will be required as part of the weekly reflection and final ENP. Additional written reflection may be required by individual instructors based on student progress.

**If a student fails to meet the learning outcomes of any part of the ENP, the student will receive an F for the entire course, regardless of marks received on assignments.**

### Weekly Reflection/Journaling: Part of ENP

Weekly clinical reflection will occur at the end of each week of clinical experience. The student will submit an e-mail copy to their instructor no later than 0800 hours on Saturday of each clinical week. Your instructor will advise if a hard copy of your reflection is also required each week. Should a reflection not meet criteria of Senior 1 Level 3, as detailed below, it will be returned to the student for remediation of the reflection. This will occur once.

#### 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, student weekly reflection, 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.

#### Guidelines for Critical Self-Reflection (also known as Reflective Journaling):

- Describe in detail significant experiences (all of them) that you had during your week. Include thoughts, feelings, and perceptions.
- Reflect on the experiences. Describe why this experience was important to you, and what factors (assessment, previously learned experiences, values, beliefs, stereotypes or biases) influenced yours/someone's 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 (e.g., peer) about this incident in order to improve nursing practice.
- Critical self-reflection will include evidence from the literature.

Students will reflect on strengths and opportunities for improvement and be prepared to discuss them. The focus of the reflective journaling will be reflection on practice and not assessment of grades.

Being unprepared for weekly reflection will be detailed in the ENP. Being unprepared means either the student did not submit the reflection by the specified time or the submitted reflection does not follow above guidelines expected for a senior 1 level 3 student. It is the student's

responsibility to submit the weekly reflection by specified due dates. The instructor will not continually remind the student of due dates.

### 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 using the ENP form. Completion of ENP form includes:

- a. Completion of each of the 10 sections of the ENP with examples of how the student met the criteria in each section, as well as the course learning outcomes. Critical self-reflection, using the Guidelines for Critical Self-Reflection outlined on the previous page, should be used to support your examples. Students should also include areas where improvements are required in clinical practice; this demonstrates insight into own clinical practice.
- 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 and hard copy, the completed ENP on the date specified on the timetable.

**PLEASE NOTE:** Students are to complete an on-line course evaluation for Nursing 406, which can be accessed through Moodle or the following link:

<https://www.surveymonkey.ca/r/NursingStudentEvaluationofCourse>

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 (2017) guides nursing practice and must be reflected in all components of Nursing 406 and evidenced in the Evaluation of Nursing Practice (ENP). Refer to Keyano College Student Handbook Nursing Program Policies 2019-2020) or access in the following link:

<https://www.cna-aiic.ca/-/media/cna/page-content/pdf-en/code-of-ethics-2017-edition-secure-interactive.pdf>

College and Association of Registered Nurses of Alberta (CARNA), Entry-Level Competencies for the Practice of Registered Nurses (2019). Refer to Keyano College Student Handbook Nursing Program Policies (2019-2020) 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)



## **STUDENT CODE OF CONDUCT**

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.

## Appendix A

### Nursing 406 Evaluation of Nursing Practice – 2019/20

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>Pass/Fail:</b> _____	

*\*Student's overall performance will be assessed in each of the categories from Graduate Competencies and Year-End Outcomes Condensed Version 2019-2020.*

<b>PASS</b>	<b>Excellent :</b>	Student meets the objectives at a “Level of Independence” greater than identified on the ENP, all of the time.
	<b>Very Good:</b>	Student meets the objectives at a “Level of Independence” greater than identified on the ENP, majority of the time.
	<b>Good:</b>	Student meets the objectives at a “Level of Independence” greater than identified on the ENP some of the time.
	<b>Satisfactory:</b>	Student meets the objectives at a “Level of Independence” required on the ENP.
<b>FAIL</b>	<b>Unsatisfactory:</b>	Student fails to meets the objectives at a “Level of Independence” required on the ENP.

**Note:**

- Refer to the *Graduate Competencies and Year-End Outcomes Condensed Version 2019-2020*. 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 3, senior 1	With guidance → minimal guidance	The student requires <i>clarification, prompting and confirmation</i> → The student requires <i>occasional clarification, prompting and confirmation</i> .

**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 406 Evaluation of Nursing Practice**

Student is to complete ENP and send to faculty electronically through Keyano email. Detailed and insightful examples required in all sections. Faculty documentation with specific examples are required if faculty disagrees.

**RELATED COURSE OBJECTIVE:**

Demonstrate the ability to practice in accordance with NURS 406 competencies as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2018-19.*

<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.						
RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		P/F
		MT	F	MT	F	
	<b>Levels of independence</b> (beginning of term → end of term): <b>With guidance → with minimal guidance</b>					
1.3.1	➤ <b>Independently</b> represents self by first and last name and professional designation to clients and the health care team, and by professional attire.	<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	
1.3	➤ (Professional Qualities and Attributes) Demonstrates attributes of: accountability and responsibility, consistent punctuality, 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	

2.3	➤ (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	
3.3	➤ (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	
4.3	➤ (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>A. Specialized Body of Knowledge</b>						<b>Final Mark</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>P/F</b>

<b>Levels of independence</b> (beginning of term → end of term): <b>With guidance → with minimal guidance</b>		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>	
<b>5.3</b>	➤ 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	
<b>6.3</b>	➤ 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	
<b>7.3</b>	➤ With minimal guidance, has a knowledge base about human growth and development, population health, and determinants of 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	
<b>8.3</b>	➤ 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	
<b>9.3</b>	➤ 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	<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	

	nurse practice to the achievement of positive health outcomes.						
10.3	➤ 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		
	Faculty's comments	MT:					
		F:					
<b>3. KNOWLEDGE – BASED PRACTICE</b>						Final Mark	
<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.							
RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples	P/F
	<b>Levels of independence</b> (beginning of term → end of term): <b>With guidance → with minimal guidance</b>	MT	F	MT	F		
11.3	➤ (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		
12.3	➤ (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		

13.3	➤ (Tools and techniques) Uses appropriate, comprehensive 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.	<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		
Faculty's comments		MT:					
		F:					
<b>4. KNOWLEDGE-BASED PRACTICE</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.						Final Mark	
RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)			Student's examples
Levels of independence (beginning of term → end of term): With guidance → with minimal guidance		MT	F	MT	F		
14.3	➤ (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		
15.3	➤ (Anticipatory planning skills) Uses critical inquiry and principles of primary health care to initiate appropriate planning for clients'	<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		

	anticipated health problems, client and staff safety concerns and the need for consultation with the client 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> Area 3: Providing Registered Nursing Care: provides client-centered 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>Final Mark</b>
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RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples	P/F
		MT	F	MT	F		
<b>Levels of independence</b> (beginning of term → end of term): <b>With guidance → with minimal guidance</b>		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>		
16.3	➤ (Safety) 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		
17.3	➤ (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		
18.3	➤ (Evidence-Informed Care) Incorporates knowledge of current theory, best practice clinical guidelines, and research in carrying out decisions and implementing 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		



	across the lifespan.					
19.3	➤ (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	
20.3	➤ (Organization, skill and clinical judgment) Recognizes, seeks help and assist in rapidly changing, unstable client situations.(if applicable)	<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	
21.3	➤ (Organization, skill and clinical judgment) Prioritizes and provide timely care and consult as necessary in complex and rapidly changing client situation. (if applicable)	<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	
22.3	➤ (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>Final Mark</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.						

RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples	P/F
<b>Levels of independence</b> (beginning of term → end of term): <b>With guidance → with minimal guidance</b>		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>		
23.3	➤ (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		
24.3	➤ (Documentation) Provides concise, accurate, timely verbal and written 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 (2017), 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>
RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples	P/F
<b>Levels of independence</b> (beginning of term → end of term): <b>With guidance → with minimal guidance</b>		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>		
25.3	➤ (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		

26.3	➤ (Knowledgeable ethical practice) Practices according to the CNA Code of Ethics including care for all 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.	<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>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>P/F</b>
		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>	
<b>Levels of independence</b> (beginning of term → end of term): <b>With guidance → with minimal guidance</b>						
27.3	➤ (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 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	
28.3	➤ (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	<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	

	within and across health care sectors, advocate for access to resources, and assess and promote effective change.					
29.3	➤ (Knowledge of systems and change) Supports planning and professional efforts for a healthier, safer society, including awareness of public health policy and emergency preparedness.	<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	
30.3	➤ (Workplace health and safety) Applies principles of workplace health and safety and ergonomics 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>31.3</b>	➤ (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	
<b>32.3</b>	➤ (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, fixed resources, laboratory and clinical experiences.						
<b>RC</b>	<b>Objective</b>	<b>Student Objectives Met (Yes/No)</b>		<b>Faculty Assessment (Yes/No)</b>		<b>P/F</b>
		<b>MT</b>	<b>F</b>	<b>MT</b>	<b>F</b>	
<b>Levels of independence</b> (beginning of term → end of term): <b>With guidance → with minimal guidance</b>						
<b>33.3</b>	➤ Demonstrates competency with the application of the elements of inquiry learning in class, fixed resources, laboratory and clinical experiences. All provided feedback readily accepted and utilized.	<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>34.3</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>35.3</b>	➤ With minimal guidance, establishes and maintains respectful, collaborative, and professional relationships.	<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>36.3</b>	➤ With minimal guidance uses scholarly writing skills to analyze and synthesize knowledge from nursing and other related disciplines evident in all written components such as concept maps, care plans, reflections, and assignments.	<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 406 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 Nursin

**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

### NURSING 406 HEALTH PROMOTION ASSIGNMENT MARKING GUIDE

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

Category	Evaluation Criteria	Weight (%)	Mark
POSTER: Layout, Design & Formatting	<ul style="list-style-type: none"> <li>- Minimum size 20"x24", maximum size 27"x39"</li> <li>- No tri-fold poster board used</li> <li>- Appropriate font sizes -20 points or greater</li> <li>- All uppercase letters are not used</li> <li>- White space used to minimize content of text</li> <li>- Color used well</li> <li>- Creative and visually appealing, looks professional and eye-catching</li> <li>- Sequencing of information is appropriate and logical</li> <li>- Paragraphs are short (&lt;10 sentences); majority of information listed</li> <li>- Tone is positive, friendly</li> <li>- Maintains interest and attention</li> <li>- Speaks to reader/college student</li> </ul>	15	
POSTER: Content	<ul style="list-style-type: none"> <li>- Poster demonstrates understanding of the topic</li> <li>- Create poster as if reader has no prior knowledge of subject matter</li> <li>- Priority criteria are addressed</li> <li>- Information is current, accurate, Canadian and scholarly</li> <li>- Content is well-organized, clear, and easily understood by reader</li> <li>- Technical terms or acronyms are avoided</li> <li>- Contains no unnecessary information</li> <li>- Promotes sexual health</li> <li>- No grammar or spelling errors</li> <li>- Use numbers for in-text referencing, no reference required for images</li> </ul>	20	
POSTER: Graphics	<ul style="list-style-type: none"> <li>- Graphics are easy to understand and promote the text</li> <li>- Appropriate and enhance the topic</li> <li>- Attract and maintain interest; creative and makes the messages come alive</li> <li>- Images/graphics are clear and readable</li> </ul>	10	
Annotated Bibliography	<ul style="list-style-type: none"> <li>- Four journal articles are reviewed and printed</li> <li>- Journal articles are primary sources, peer-reviewed, and Canadian</li> <li>- Concise summary of article</li> <li>- Clear explanation of relevance of article to poster presentation</li> <li>- Able to accurately reflect journal content</li> <li>- Clear evidence of paraphrasing and no plagiarism</li> </ul>	40	
Annotated Bibliography: APA formatting	<ul style="list-style-type: none"> <li>- No APA errors</li> <li>- Information is less than 5-7 years old</li> <li>- All sources of information are clearly identified and credited using APA citations</li> </ul>	15	
<b>TOTAL MARK</b>			

**Instructor Comments:**

**APPENDIX D**  
**Concept Map & Care Plan Marking Guide**

	Mark	1	2	3	4	5
<b>Assessment:</b> Comprehensive nursing assessment, medical diagnosis, diagnostic data, medications, and all relevant categories		No identification of comprehensive, relevant assessment; missing 4 or more categories	Minimal identification of comprehensive, relevant assessment; missing 3 categories	Some identification of comprehensive, relevant assessment; missing 2 categories	Mostly complete list of comprehensive, relevant assessment; missing 1 category	Complete, clear, comprehensive, relevant assessment; no categories missing
<b>Nursing diagnosis:</b> 2 wellness oriented nursing diagnosis related developmental milestones appropriate to client and prioritized according to assessment data.		Nursing diagnoses are not identified or are not appropriate; priorities are not appropriate	Nursing diagnoses are not relevant or inaccurate; priorities are not accurate	1 nursing diagnosis complete and accurate; but not priority	2 nursing diagnoses complete and accurate but 1 is not a priority	2 nursing diagnoses complete, accurate and appropriately prioritized
<b>Goals &amp; Interventions:</b> Goals and nursing interventions consistent with identified client needs and goals. Written SMART*		Absent or unclear goals related to nursing diagnoses; interventions not related to goals	Minimal identification of goals related to nursing diagnoses; few interventions are related to goals	Some prioritized goals related to nursing diagnoses; some relevant interventions related to goals	Mostly prioritized goals related to nursing diagnoses; mostly relevant interventions related to goals	Completely prioritized goals related to nursing diagnoses; completely relevant interventions related to goals
<b>Evaluation:</b> Evaluation of interventions appropriate and related to goals		No evaluation of goals and interventions	Minimal evaluation of goals and interventions	Some evaluation of goals and interventions	Mostly complete evaluation of goals and interventions	Complete evaluation of goals and interventions
<b>Concepts:</b> Appropriate connections/relationships made on concept map. Accurate interpretation of client data		No/very few links and no evidence of interpretation of concepts; organization of ideas absent	Minimal linking of concepts; little evidence of interpretation of concepts; minimal organization of ideas	Some linking of concepts demonstrating relationships; some interpretation of concepts; some organization of ideas	Majority of concepts linked; majority of concepts accurately interpreted; majority of concept map is organized and illustrative	Clear, complete, complex linking of concepts, relationships interpreted accurately; concept map is clearly organized, insightful and illustrative
<b>Total Mark</b>						

\*SMART= specific, measureable, attainable, realistic, and timely/time measure

## Student Course Agreement

I, \_\_\_\_\_, agree that I have read the syllabus in detail. I agree that I understand the contents of the syllabus, and if I did not, I have asked my instructor for clarification immediately. I agree to all terms of the syllabus and I agree to adhere to all terms aforementioned. Should the above conditions not be met I understand that this will be reflected in my Evaluation of Nursing Practice and may affect my success in the course. I acknowledge that I must submit the plagiarism certificate of completion prior to having my scholarly course work marked.

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

Print name: \_\_\_\_\_

Signature: \_\_\_\_\_

Instructor signature: \_\_\_\_\_