UNIVERSITY OF ALBERTA COLLABORATIVE BACCALAUREATE NURSING PROGRAM

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

NURSING 2950

Group A

Winter 2008 COURSE OUTLINE
Dates: February 25 – April 11, 2008.

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Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, April 2007

Nursing 2950
Course Outline

CALENDAR STATEMENT:
NURS 2950 Nursing Practice IV *7 (fi 14) (either term, 3-25c-3 in 7 weeks).
Practice focuses on restoration, rehabilitation and support (including health promotion and disease prevention) of clients with chronic and less acute variances in health across the life span. Practice occurs in homes or in community-based settings. Prerequisites: NURS 140, 150, 190, 191, 194, 195 and MMI 133. Pre- or corequisite: NURS 290.

COURSE HOURS: LEC: 0   SEM: 21   CLINICAL: 175   LAB: 21

Clinical: See Clinical Schedule.
Seminar: A3 – February 25th -April 11th (Fridays): 0830-1120; Room: H225. **On April 11th – You will be completing instructor Summative Evaluations and Course Evaluations.**

COURSE DESCRIPTION:
This course will provide opportunities for students to continue to participate in health promotion and primary prevention activities while focusing on restoration, rehabilitation and support. Nursing practice will include health assessment and intervention with child-bearing families. In addition, opportunity to participate with support and/or prevention programs/projects for clients of any age in relation to chronic and less acute variances in health may occur. The student will experience nursing practice over a continuous block of time in community-based settings and in homes and some acute care experiences related to child-bearing families.

COURSE OBJECTIVES:

LEVELS OF INDEPENDENCE
In evaluating objectives, the following levels of independence will be used:

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

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

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

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

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

>> **Direction:** Clinical tutor tells the student what to do, about what steps to take.

>> **Information:** Clinical tutor tells the student specifics about a concept or topic.

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

>> **Prompting:** Clinical tutor provides the student with a cue that answer is incomplete or incorrect and how to resolve the lack of information. A prompt is broader than a hint. Prompting is generally used to add breadth or depth.

Confirmation: Clinical tutor provides positive feedback for correct information and direction provided by the student.

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

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

In addition to maintaining competency with previous course objectives, upon completion of Nursing 2950, the nursing student will be able to:

PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE

1. **Practise within the legal and ethical standards established by the College and Association of Registered Nurses of Alberta and the Canadian Nurses Association, and according to legislated scope of practice, and provincial and federal legislation.**
   Independently:
   - demonstrate integrity
   - demonstrate responsibility and accountability
   - demonstrate respect for client's values, beliefs and rights

   With minimal assistance:
   - demonstrate application of legal and ethical standards by:
     - practising according to policies and procedures of host agencies and educational institution
     - using knowledge of scope of practice and professional legislation and Code of Ethics
     - confidentiality
     - using informed consent
     - preparing for clinical practice to provide safe, competent care
   - demonstrate commitment to the values of the profession of nursing and support of professional development of colleagues.

2. **Engage in strategies for social and political action at a beginning level.**
   With minimal assistance:
   - differentiate own values/needs/rights/obligations from values/needs/rights/obligations of others
   - discuss formal and informal power structures in the context of social/political action in nursing situations:
     - *recognize vulnerable clients/families*
   - identify nursing issues requiring social and political action:
     - identify programs which have arisen from social/political action
   - discuss the role of the individual nurse in social/political action:
     - identify role in existing programs
     - *empower clients*
     - *discuss client responsibilities*
     - *promote client autonomy and collaboration*
   - discuss the role of professional nursing organizations in social and political action:
     - protection of public
     - position statements
   - describe the planning process for engaging in social and political action:

- *identify information to be provided to client/family*
- identify funding sources (re: existing programs)
- *identify the funding process*
- *discuss change theory*
- *identify existing programs that address client/family needs*
- identify strategies and resources for social and political action.

3. **Demonstrate skills and attitudes necessary for life-long learning.**
   Independently:
   - demonstrate personal responsibility for learning
   - demonstrate an attitude of inquiry to enhance own learning related to nursing practice

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

KNOWLEDGE-BASED PRACTICE
4. **Apply a critical thinking approach to nursing.**
   With minimal assistance:
   - apply critical thinking strategies in developing sound clinical judgment in relation to restoration, rehabilitation and support
   - apply creative thinking, reflective thinking and insight for restoration, rehabilitation and support for developing sound clinical judgment.

5. **Apply nursing knowledge, including knowledge from the arts, humanities, medical sciences, and social sciences into nursing practice.**
   With minimal assistance:
   - utilize selected areas of knowledge related to biological, psychological, socio-cultural and spiritual dimensions of the human response to less acute variations in health
   - use selected areas of nursing knowledge related to scope of practice and professional legislation in nursing practice.

6. **Demonstrate evidence-based practice.**
   With minimal assistance:
   - utilize credible resources (research studies, experts, and others)
   - examine research findings related to nursing situations
   - describe the significance of research to practice (research studies, experts, and others)
   - identify nursing practice problems that require investigation.

7. **Apply nursing and other relevant models/theories in the professional practice of nursing.**
   With minimal assistance:
   - explain the use of nursing models/theories/metaparadigms

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

8. **Demonstrate competence in health care informatics.**
   With minimal assistance:
   - ▪ use a variety of selected information technology and other technology to support all scholarly activities and clinical practice.

PROVISION OF SERVICE TO PUBLIC

9. **Apply concepts and principles of primary health care (accessibility of health services, use of appropriate technology, individual and community participation, increased health promotion and disease prevention, inter-sectoral collaboration).**
   With minimal assistance:
   - ▪ apply concepts and principles of primary health care with clients experiencing chronic and less acute variances in health
   - ▪ apply knowledge of health determinants in client situations
   - ▪ apply selected health promotion activities with individuals and families:
     - ○ develop professional skills needed for taking action (e.g., teaching/learning)
     - ○ *create supportive environments.*

10. **Demonstrate caring relationships in professional situations.**
    With minimal assistance:
    - ▪ *recognize how caring behaviours can influence health and healing*
    - ▪ recognize the uniqueness, worth and dignity of self and others
    - ▪ demonstrate caring behaviours in interpersonal activities with clients, peers and others in the health care setting
    - ▪ demonstrate ability to engage in caring relationships with clients in nursing practice:
      - ○ initiate, maintain and terminate professional relationships in a supportive manner
      - ○ social vs. therapeutic
      - ○ *recognize situations requiring client advocacy.*

11. **Collaborate with clients, community agencies, community members, and members of other disciplines in a variety of settings.**
    With minimal assistance:
    - ▪ promote client participation, choice and control
    - ▪ promote colleague participation, choice and control
    - ▪ develop partnerships with community members, community agencies, colleagues and members of other disciplines
    - ▪ interact with clients with chronic and less acute variations in health
    - ▪ engage in inter-professional interaction.

12. **Demonstrate beginning leadership, management and administrative skills.**
    With minimal assistance:
    - ▪ use effective time management strategies in coordinating client care
    - ▪ describe leadership and management roles and competencies
    - ▪ use decision-making processes
    - ▪ effectively lead a small group

- perform an accurate appraisal of self and others
- effectively follow quality and risk management processes to enhance nursing practice
- identify principles of delegation (right: task, circumstance, person, direction, supervision).

13. **Demonstrate the ability to deal with ambiguity and diversity.**
    With minimal assistance:
    - *anticipate the need of clients*
    - deal with the effects of ambiguity and diversity in all learning environments
    - identify ambiguity and diversity in selected nursing situations
    - identify own pattern of dealing with the effects of ambiguity and diversity
    - provide support to clients experiencing effects of ambiguity and diversity in times of transition
    - select appropriate strategies for dealing with the effects of ambiguity and diversity in selected nursing situations.

14. **Demonstrate competence in clinical reasoning in relation to verbal and written communication, psychomotor skills, nursing process, priority setting, client education, in the promotion, restoration, rehabilitation and maintenance of health.**
    With minimal assistance:
    - apply nursing process
    - use appropriate verbal communication skills:
      - *using appropriate lines of communication*
      - *communicating and reporting relevant information in a timely manner*
    - use appropriate written communication skills:
      - *documenting relevant information accurately and in a timely manner*
    - provide effective client education by:
      - applying principles of teaching and learning
      - *identifying needed referrals*
    - prioritize nursing activities
    - perform selected assessment skills in a competent manner

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

    With guidance:
    - perform selected psychomotor skills in a competent manner – clinical setting.

CONTEXT-BASED LEARNING
15. **Demonstrate competency with the application of the elements of context-based learning to clinical experience seminars and pre-/post-conferences.**
    With guidance:
    - effectively use self-directed learning
    - effectively use critical thinking skills to facilitate learning of the group
    - effectively use group process to facilitate learning of the group:
      - respect for the values and beliefs of others
      - responsibility and accountability for the learning of the group
      - group roles
      - caring behaviours
      - communication skills (verbal or written)
      - factors which influence the group.

REQUIRED RESOURCES
1. Working Definitions – Posted on Blackboard Course site.
2. Map of Theoretical Labs, Clinical Labs and Clinical Seminars - Posted on Blackboard Course site.
3. Graduate Competencies and Year-end Outcomes - Posted on Blackboard Course site.
4. Grade Descriptors
5. Other site-specific resources

RECOMMENDED RESOURCES (site specific)

Ackley, B., & Ladwig, G. (2006) *Nursing Diagnosis Handbook: A Guide to Planning Care.*
     St. Louis: Mosby.

Osis, M. (2003). *Dosage Calculations in SI Units. (4th ed.).* St. Louis: Mosby.

Pilliteri, A. (2007). *Maternal & child health nursing: Care of the childbearing and childrearing family (*5th ed.).
     Philadelphia, PA: Lippincott Williams Wilkins.

Potter, P. A. & Perry, A. G. (2006). *Canadian fundamentals of nursing (3rd ed.).* St. Louis: Mosby.

Wilson, S. F. & Giddens, J. F. (2005*). Health assessment for nursing practice.* St. Louis: Mosby.

REQUIRED LEARNING EXPERIENCES
In order to pass NURS 2950, students must demonstrate safe ethical nursing practice, professional behaviour, and complete the following experiences. Students are expected to implement previously learned nursing skills.

1. During this course, students will have a continuous experience in community-based practice and in homes and some acute care settings. Students will participate in nursing care of child-bearing families, health promotion programs, prevention programs, birthing and post-partum experiences.

2. Participate in site-selected labs (see 'Map of Theoretical Labs, Clinical Labs and Clinical Seminars').

3. Participate in a client experience during birthing, post-partum. If a live birthing experience is not available, a birthing film or simulation will be utilized.

4. Participate in health promotion activities in a public health setting.

5. Observe and/or participate during a Well Baby Clinic.

6. Utilize the CFAM/CFIM model.

7. Perform an assessment on a newborn.

8. Collaborate with clients, family, nurse, community members and members of other disciplines.

SUGGESTED OPTIONAL LEARNING EXPERIENCES (site specific)

1. Observe and/or participate during the immediate post-partum home visit.

2. Participate in a prenatal, labor and delivery, and post-partum follow-through experience.

3. Participate in a prenatal class.

4. Participate in community support activities organized by the health unit, if available.

5. Participate in immunization programs.

6. Observe and/or participate in health team meetings.

REQUIRED EVALUATION

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

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

2. Evaluation of student's clinical performance:
   F**ormative and a written summative Evaluation of Nursing Practice will be completed by the student and the tutor.**
   This will be accomplished through observation assessment and evaluation of the student during nursing practice. Evaluations will be made by the tutor and may be supplemented with input from peers, the staff of an agency, and the client. Tutors are directed to refer to the current Evaluation of Nursing Practice document from the Evaluation Strategies Committee.

RECOMMENDED EVALUATION
   - See *Evaluation Strategies Handbook.*

WITHDRAWL DATE: Last date to withdraw with permission is March 20th, 2008.

PROGRESSION CRITERIA:

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

   B. A student who is absent more than two clinical days in one clinical nursing course may need to make up lost time at the tutor's discretion before being allowed to continue in the program. **Absences from the clinical site may result in the instructor's being unable to evaluate the student's clinical performance, resulting in a grade of F.**

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

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

DEPARTMENT OF NURSING EDUCATION
GRANDE PRAIRIE REGIONAL COLLEGE & PEACE COUNTRY HEALTH REGION
EXPECTATIONS FOR STUDENT CLINICAL EXPERIENCES

The input of the nurse in the Clinical Agency is valued and welcome. GPRC and PCHR can benefit when the nurse:
1. Role models professional nursing behaviours including attitudes, techniques, awareness and adherence to agency policies.
2. Maintains an interest and openness to teaching and learning with faculty and students.
3. Alerts faculty and students to additional learning experiences.
4. Promotes learning opportunities for students as observers in addition to hands on practice.
5. Assists students when faculty is not available if appropriate for level of student and if responsibilities permit.
6. Gives constructive feedback about performance of faculty and student when asked. Receives constructive feedback about self.
7. Shares in open dialogue with faculty, concerns or difficulties related to student assignments.

As a Faculty Member in the Clinical Agency, the Nursing Instructors are expected to:
1. Role model professional nursing behaviour including attitudes, techniques and adherence to agency policies.
2. Maintain an interest and openness to teaching and learning with staff and students.
3. Clearly indicate the skills the students are allowed to practice. Ideally supervise students doing any skills or procedures for the first time.
4. Share in open dialogue with nursing staff, concerns and difficulties in the management of student assignments.
5. Assume responsibility for student evaluation and delegate supervision of students appropriately, after consultation with staff.
6. When asked by the unit manager, give constructive feedback about performance of staff. Receive constructive feedback about self.
7. Discuss student individual learning needs and assignments with nursing staff as appropriate.

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

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ASSIGNMENT OF FINAL GRADE:

A grade will be assigned for each assignment using the marking criteria and then based on the grade descriptors (excellent, good, satisfactory, poor). Rationale will be given as to the assigned grade. Grading descriptors will be provided for each assignment.

Effective July 1, 2003 Grande Prairie Regional College uses the alpha grading system and the following approved letter codes for all programs and courses offered by the College.

Grading Criteria for Nursing Courses:

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

Passing Grades in Nursing Courses

Failing Grades in Nursing Courses

Alpha Grade	4 Point Equivalent	Descriptor
D+	1.3	Poor/Minimal Pass
D	1.0	Poor/Minimal Pass
F	0.0	Failure

*Very Good/Above Average is an alternate descriptor for First Class Standing.

*Students **may** receive a grade of D or D+ in an assignment or component of a course, but must have an overall grade of C- to achieve a passing grade in a nursing course.*
If you receive a grade of "F" in any of the ENP criteria it constitutes a "clinical failure" on the ENP, as the student has then shown unsafe, unprofessional, or unethical nursing practice.

Grades for each assignment are translated into the 4-point equivalent, and then multiplied by the percentage of total mark for each assignment. The value of those percentages are added up to make a total. That total was converted back into the grade scale to receive your final grade. If you have any questions or concerns, please see your tutorial tutor.

> ***Note: Refer to the 2007-08 College calendar p. 37 for further details regarding the grading policy and p. 123 regarding Progression Criteria in the Bachelor of Science in Nursing program.***

Summary of the Evaluation Criteria of NS 2950

Evaluation	Grade	4-point Equivalent	Percentage of Total Mark	Value
ENP will be a combination of input from postpartum, pediatrics & public health			**60%**	
Research assignment			**40%**	
Critical Incident Journals			**Complete/ Incomplete**	
				Total:

Total 4-Point Equivalent Values:

Final Grade:

REQUIRED EVALUATION:

In order to pass NURS 2950, students must demonstrate safe, ethical nursing practice; professional behavior; complete every one of the below activities and acquire a passing grade in the Evaluation of Nursing Practice (ENP).

PLAGIARISM AND CHEATING: Please refer to your rights and responsibilities in the Grande Prairie Regional College 2007-2008 Calendar on pages 43-47.

We expect honesty from our students. This demands that the contribution of others be acknowledged (GPRC Calendar, 2007-2008). Penalties will be given according to the degree of the plagiarism or cheating. If you are unsure whether an action is plagiarism or not, please consult your tutor. Cheating refers to dishonest conduct such as speaking in an exam, bringing written material not authorized by the tutor, tampering with grades, or consciously aiding another student to cheat). Please refer to pages 44-45 of your GPRC Calendar.

LATE ASSIGNMENT POLICY:

All assignments and course evaluation strategies are required to be completed by the time and date specified in the course outline.
Extensions of the time specified for submission may be granted in case of illness or extenuating circumstances. **Extensions must be negotiated with the instructor prior to the required submission time and date.**

A penalty will be imposed for all late assignments and course evaluation strategies. If the instructor is unable to open electronic copy of an assignment on the due date, the assignment will be considered late. One Letter Grade per class day will be deducted from the total value of the assignment for each class day the assignment is late. For example, an assignment valued at B+ and handed in one class day late, will be valued at a B.

1. <u>Reflective Journal</u>

<u>DUE DATE</u>: 0900 on March 14th & APRIL 4TH .

Students will choose **AN INCIDENT** that occurred in any two clinical settings (postpartum, paediatrics', & public health) of NS 2950 for a **<u>TOTAL of TWO JOURNAL ENTRIES.</u>** No grade will be assigned for journals, yet journals will be used as an evaluation tool in your ENP. Clinical instructors may photocopy and include student journals as part of their ENP.

* Think about an experience that has caused you to pause and reflect on that experience*

Approximately 2-4 pages, typed according to APA format. Confidentiality must be considered when choosing to share written or verbal information.

Guidelines for writing the Reflective Journal

- Describe a significant experience that you had during your week in each clinical setting. Describe the experience (example; what you or someone else did in intervention, communication, or other). Be as specific and objective as possible. Include thoughts, feelings, and perceptions. Also include what you perceive the other people could be feeling (patient, nurses etc.).
- Reflect on the experience. Describe why this experience was important to you, and what factors (such as assessments, previously learned experiences, values, beliefs, stereotypes or biases.) influenced yours/someone else's decisions/actions/feelings. What assumptions have you made? Were they true or false? Why?
- Evaluate your strengths and areas needing improvement in this situation. What were the strengths and areas for improvement in the other health care professionals involved? Explain why you think those were areas of strength or areas needing development. How are the client and/or family 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. Describe what you would teach someone else (example; a peer) about this incident in order to improve your nursing practice.

Patton, J., & Woods, S. (1997). Enhancing the clinical practicum experience through
   journal writing. *Journal of Nursing Education, 36* (5), 238-240

2. Research Assignment (40%)

The purpose of this assignment is to introduce students to beginning concepts of nursing research and evidence based practice nursing through exploring the evaluation phase of the nursing process.   Students will select an area of interest that pertains to their nursing practice in this clinical practicum. The student then develops a question, hypothesis and a method to obtain the data that is related to the specific area of interest. The student **MUST** identify whether their method of inquiry is qualitative, quantitative or both.

Students must interpret the data they have collected in their study and compare the results to current research on the same topic they have chosen. A variety of research articles are expected to be used. **Students must have instructor approve research question and questionnaire prior to the start of their project.**

Each student will have **20 minutes** to give an overview or their study, hypothesis, data collection, data analysis, comparison to the literature and relevance to nursing practice in *power point format.*

This assignment will be worth **40%** of your mark. It also counts as **16 clinical hours**. It is a project of your design and you must submit an outline to your instructor 1 week prior to presenting.

(Due: During Seminar. A sign up sheet will be passed around during orientation week to sign up for a particular date to present your work).

The dates that are available for presentations are:

March 28th
April 4th

Evidenced-Based Nursing

According to the Centre for Evidenced-Based Medicine, the practice of evidence-based nursing involves the following steps: formulation of an answerable question to address a specific patient problem or situation; systematic searching for the research evidence that could be used to answer the question; appraisal of the validity, relevance and applicability of the research evidence; integration of the research evidence with other information that might influence the management of the patient's problems: clinical expertise, patient preference for alternative forms of care, and available resources; implementation of the evidence-based practice decision; and finally, evaluation of the outcome of the decision. (http://www.cebm.utoronto.ca/syllabi/nur/intro.htm)

ESSENTIAL COMPONENTS THAT MUST BE INCLUDED IN THE POWER POINT PRESENTATION:

- ✓ **Topic/Area of research**
  - ▪ Purpose
    - o Clearly Focused?
    - o How/Why was the topic selected?

- ✓ **Literature Discussion**
  - ▪ Literature search
    - o How much information on your topic is in the literature?

- ✓ **Research Question/Hypothesis**
  - ▪ What is your research question (point out if your study is qualitative or quantitative), and/or hypothesis (quantitative)?
    - o Hypothesis: Predict what you think the answer to your question will be.

- ✓ **Design**
  - ▪ Qualitative or Quantitative

- ✓ **Data collection tool**

  - ▪ Subject/ participants: Number and Demographics
  - ▪ What were the questions that you asked your subjects?
  - ▪ How did you collect your information?

- ✓ **Ethics**
  - ▪ Are there any ethical considerations you may think about before proceeding with your data collection

- ✓ **Data interpretation (be creative)**
  - ▪ What were the results of your data collection?
  - ▪ Are the results consistent with the literature?

- ✓ **Nursing Implications**
  - ▪ What do the results mean to you as a nurse?

- ✓ **Future considerations/conclusion**
  - ▪ Is there any information found in the literature that was not covered in your research?

  - ▪ Are there any future considerations for practice, education and further research that you have concluded from the results of your study?

- ✓ **Ensure that power point slides are:**
  - ▪ Legible and creative
  - ▪ Free of mistakes and typographical errors
  - ▪ References must be in APA format

Example: Tips

The proposal must include the following criteria:

1. What it is you want to learn or the question you want answered?   If you ask yourself why you want to do this project or why it is interesting to you the question you want answered becomes obvious.

Example: How does adopting a newborn affect the bonding process between mom and babe?
How does a diagnosis of infertility affect a woman?

2. The strategy is how you will get the information you need to answer the question you have asked.

Example: I will find commonalities and differences in the data collected.
I will compare the information collected to available literature.

   2.   The method of delivery of information to classmates.

Example: I will present my findings in seminar on ---------------date.
I will accompany presentation with a poster presentation

** Remember to include how you want your presentation evaluated**

3. <u>**Evaluation of Nursing Practice (ENP)**</u> **(60%)**

   Formative evaluations will occur throughout clinical and a written summative evaluation of Nursing Practice will be completed by the student and the instructor at the end of each clinical area. See attached form.

   This will be accomplished through observation, assessment, and evaluation of the student during clinical practice. Evaluations will be made by the instructor and may be supplemented with input from peers, the staff of an agency, and the client. <u>**For the purposes of NS 2950, the ENP grade will be an AVERAGE of your performance in all mat/child areas of practice.**</u>

**Students are expected to be available for final evaluations during exam week (April 14th-24th).

In order to pass NURS 2950, students must demonstrate safe, ethical nursing practice; professional behavior and acquire a passing grade in the Evaluation of Nursing Practice (ENP).

Students MUST pass the ENP in order to pass the course. If a student does not pass the ENP with a 60%, they will obtain an overall grade of no greater than D. If you receive a grade of "F" in any of the ENP criteria it constitutes a "clinical failure" on the ENP, as the student has then shown unsafe, unprofessional, or unethical nursing practice.

Please complete an ENP at the end of each clinical area (postpartum, public health.) Your performance on Labor and Delivery, NICU and Paediatrics will also be reflected in your ENP. Your ENP grade will be assigned at the end of the rotation in consultation with both NS 2950 instructors.

Journal Writing Criteria

Characteristic	Excellent	Very Good	Good	Marginal	Unsatisfactory
Dialogue	Responds to instructor feedback or questions in depth and poses questions or provides feedback to the instructor	Responds to instructor feedback or questions in depth	Responds briefly to instructor feedback or questions	Responds in yes/no format to feedback or questions posed by instructor	Does not respond to instructor feedback or questions in journal
Critical Thinking Reflective Practice	Recognizes critical clinical events and reflects on them substantively as they relate to clinical practice. Includes thoughts, feelings, and perceptions of all people involved. Describes why event is important to them.	Recognizes critical clinical events and reflects on them to a large degree as they relate to clinical practice. Information is thorough, includes information on how they personally were feeling, and thoughts and feelings	Recognizes key clinical events and reflects on them superficially as they relate to nursing practice.	Able to recognize critical clinical events but does not reflect on those events as they relate to nursing practice. Is not specific with the events or why the incident is significant	Is not able to recognize or reflect on critical events in nursing practice
Identification of Strengths and Areas to Work on	Able to identify and critically analyse their strengths and areas to work on in great detail and how this can affect the client.	Able to analyse the strengths and areas to work on in some depth.	Provides some strengths and areas to work on. Does not explain why these are strengths or weaknesses.	Minimal analysis of strengths and weaknesses	No analysis.
Connection of Abstract to Practical	Recognizes actions are based on values and identifies values they are based on. Uses previous experiences and learning to apply to this situation. Critiques behaviours in clinical practice and examines and questions values and beliefs related to behaviours	Recognizes actions are based on values and identifies values they are based upon. Critiques behaviours in clinical practice as they relate to values and beliefs	Recognizes actions are based on beliefs Ties some personal values and beliefs to behaviours	Recognizes actions are a choice but no justification of actions given Mentions personal beliefs but does not tie them to behaviours	Does not take responsibility for own actions No references to personal values or beliefs in journal
Application of Knowledge	Is able to utilize knowledge from nursing and other disciplines and apply it to nursing practice now and for the future. Able to provide specific	Consistently applies them to nursing practice. Describes what they would do differently in the next situation.	Includes appropriate information and occasionally applies content to nursing practice. Briefly focuses on how they would teach a peer	Includes occasional theory information in journal but does not apply the content to own practice. Shows minimal insight into how this incident has taught	Does not apply theoretical knowledge to practice. Does not describe what they would do differently or what they would teach a peer.

information and examples of what they would teach a peer about this incident. Identifies what they would do differently in the situation		about this situation and how this is meaningful to them.	them to do something different. Does not discuss what they would teach a peer about this incident.	

NS 2950
Research Assignment
Marking Guide

	Excellent (A)	Very Good (B)	Good (C)	Marginal (D)	Fail (F)
Research Purpose	Clearly focused; contains the population studied, intervention given, outcome measured.	Purpose is present but not completely focused; missing some elements.	Purpose is present but unclear.	Purpose is present but unrealistic.	Purpose is not present.
Literature Review	Extensive, clear, and appropriate to research study.	Present, but some gaps exist.	Present but unclear.	Present, but not appropriate to the research study.	Not present.
Research Question	Research question is present, specific, clear and concise and realistic and is unbiased.	Research question is present, realistic and is unbiased, but is not specific	Research question is present, but unclear and is biased.	Research question is present, but unrealistic and is biased.	Research question is not included.
Hypothesis	Hypothesis is specific, clear and concise, related to the question and is measurable.	Hypothesis is related to the question and is measurable.	Hypothesis is related to the question and but is not measurable.	Hypothesis is not related to the question and is not measurable.	Hypothesis is not included.
Data Collection	Data collection tool is appropriate, clear and concise for the type of research (i.e. qualitative and quantitative or mixed) Questions are specific, clear concise, ethical, unbiased and measurable.	Data collection tool is appropriate, for the type of research (i.e. qualitative and quantitative or mixed.) Questions are ethical, unbiased and measurable.	Data collection tool is appropriate, for the type of research (i.e. qualitative and quantitative or mixed) Questions are ethical and measurable, but vague and biased.	Data collection tool is inappropriate, for the type of research (i.e. qualitative and quantitative or mixed) Questions are unethical, vague, biased and immeasurable.	Data collection tool is not used.

Ethics	Has research question and data collection tool approved by instructor				Does not have research question and data collection tool approved by instructor
Data Interpretation	Provides clear, concise and specific analysis of data used to answer research question and provides outstanding evidence to clearly prove or disprove hypothesis.	Provides analysis of data used to answer research question and provides some evidence to prove or disprove hypothesis.	Provides a general analysis of data used to answer research question. Does not address evidence to prove or disprove hypothesis.	Provides a very vague analysis of data, and does not answer research question. Does not address evidence to prove or disprove hypothesis.	Does not provide analysis of the research question or provide evidence to prove or disprove hypothesis
Nursing Implications	Nursing interventions are clear, concise and provides specific recommendations that are well organized and specifically relate to further research, education or practice.	Nursing interventions are present provides recommendations that are clear, and relate to further research, education or practice.	Nursing interventions are superficial, provides some recommendations that are brief, and relate to further research, education or practice.	Nursing interventions are present but does not provide recommendations that relate to further research, education or practice.	Nursing interventions and/or recommendations are not provided.
Presentation	Extraordinary and creative presentation of research question, hypothesis, data interpretation. Outstanding integration from a variety of sources in the literature and literature review is thorough and complete.	Presentation of research question, hypothesis, data interpretation, is thorough. Integration from the literature is evident but limited amount of sources.	Presentation of research question, hypothesis, data interpretation, is clear, but does not answer the question of the hypothesis. Integration from the literature is broad and has a limited amount of sources.	Presentation of research question, hypothesis, data interpretation, is unclear, does not answer the question of the hypothesis. Integration from the literature is vague, little evidence of analysis or evaluation from	Does not present research questions, hypothesis and data interpretation or presentation is poorly organized and difficult to follow. Does not use literature to support hypothesis.

				alternative points of view and has only 1 source.	
	Thoughtfully evaluates major alternative points of view. Peer Evaluation tool is comprehensive and creative.	Peer Evaluation tool is creative, but lacks some evaluation components.	Peer Evaluation tool is superficial; lacking many evaluation components.	Peer Evaluation tool is vague and contains little evidence of evaluation.	No Peer Evaluation tool is provided.
APA/Grammar/Spelling	Content is extraordinarily written, grammar, spelling and APA format requires minimal revisions.	Content is well written, with minor grammar, spelling error and APA format requires minimal revisions.	Content is well written, with some structure and organization needing improvement. Grammar, spelling error and APA format requires some revisions.	Content is present, with most structure and organization needing improvement. Grammar, spelling errors evident throughout and APA format is inconsistent and incorrect.	Organization and scope of ideas inadequate, grammar, spelling and APA is poorly done, or there is evidence of plagiarism.

Generic Grade Descriptors for ENP
(June 20, 2006)

LEVEL OF INDEPENDENCE
In evaluating (clinical performance) objectives, the following level of independence will be used:

With assistance:	student requires direction and information.
With minimal assistance:	student requires *occasional* direction and information.
With guidance:	student requires clarification, prompting and confirmation.
With minimal guidance:	student requires *occasional* clarification, prompting and confirmation.
Independently:	student works mostly on his or her own and seeks information, clarification, and consultation as appropriate.

Definition of terms:

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

Information: tutor tells student specifics about a concept or topic.

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

Prompting: tutor provides student with a cue that answer is incomplete or incorrect and how to resolve the lack of information. A prompt is broader that a hint. Prompting is generally used to add breadth or depth.

Confirmation: tutor provides positive feedback for correct information and direction provided by student.

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

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

	Excellent/Exemplary	Very Good	Good/Satisfactory	Minimal Pass	Fail
General Description	Clearly and consistently enthusiastic and committed to learning and nursing. Care is characterized by comprehensive, detailed and relevant assessments, individualized, in-depth, evidence-based care, and anticipation of future client needs. Highly competent at the level expected for that year in the program, consistently meets, and at times exceeds, the course objectives.	**Enthusiastic and committed to learning and nursing. Care is thorough and competent, with minimal guidance Almost always meets and occasionally exceeds course objectives.**	**Keen interest in learning and nursing. Requires guidance to meet the objectives at a satisfactory level. This guidance decreases during the course. Identifies personal learning needs and abilities although may require assistance to generate strategies to meet course objectives.**	Interest in learning and nursing is inconsistent over the course. Requires on-going direction, prompting and information to meet the course objectives. Care is generally superficial but is not considered unsafe.	Lacks commitment, initiative/enthusiasm regarding learning and nursing. Fails to identify personal learning needs or strategies. Demonstrates unsafe nursing practice, does not meet course objectives.
Professional Responsibility and Ethical Practice	**Consistently maintains an exemplary standard of personal and professional ethics: confidentiality, integrity, honesty. Meets legal standards. Consistently demonstrates initiative, visionary in examining personal learning needs and abilities, as well as client needs (asks what if and why not). Seeks and recognizes opportunities for growth in self and others including clients.**	**With minimal guidance, maintains personal and professional ethics: confidentiality, integrity, honesty; meets legal standards and incorporates this knowledge in practice. Engages in reflective thinking regarding own personal learning needs and abilities, as well as those of client. With minimal guidance seeks and recognizes**	**With guidance, maintains standards of personal and professional ethics: confidentiality, integrity, honesty. Aware of standards and legislation. Needs guidance to apply this knowledge to clinical situations or to recognize relevance to own developing professional practice. Requires guidance to recognize opportunities for growth in self and others including**	**With minimal assistance, maintains standards of personal and professional ethics: confidentiality, integrity, honesty. Aware of standards and legislation and needs minimal assistance to apply this knowledge to clinical situations or to recognize relevance to own developing professional**	**Fails to maintain standards of personal and/or professional ethics: confidentiality, integrity, and/or honesty. Needs on-going assistance to practice in accordance with legislation. Lacks insight into own learning needs and abilities, and/or client needs. Fails to recognize opportunities for growth in self and/or others including**

		opportunities for growth in self and others including clients.	clients.	practice. Demonstrates minimal initiative re: personal learning needs and abilities, and in recognizing / anticipating client needs. Generally does not seek or recognize opportunities for growth in self or others, including clients.	clients.
Knowledge-Based Practice	**Consistently demonstrates exceptional level of knowledge related to course objectives. Knowledge is integrated into nursing practice through exemplary use of the nursing process. Demonstrates outstanding level of contextual awareness and flexibility. Care is characterized by comprehensive and relevant assessments, individualized, in-depth, evidence-based care, and anticipation of future client needs. Competent beyond the level expected for the year in the**	**Demonstrates strong level of knowledge related to course objectives, demonstrates transference of components of similar contexts from previous learning experiences such as theory courses and prior clinical courses, as well as flexibility in adapting to a variety of situations. With minimal guidance, incorporates evidence-based findings.** Knowledge is	**Identifies areas for knowledge development with guidance to ensure that all relevant factors and areas of knowledge are considered. Depth of preparation for clinical practice may be somewhat superficial but does not compromise client safety. Level of knowledge related to course objectives is adequate. With guidance, incorporates similar components from previous learning experiences. May be**	**Demonstrates a weak level of knowledge related to course objectives. Demonstrates very little contextual awareness and flexibility in adapting to new situations. Has a superficial level of knowledge and generally is unable to integrate knowledge in planning care without assistance. Care is characterized by superficial assessments that**	**Demonstrates a very poor level of knowledge related to course objectives. Demonstrates minimal levels of contextual awareness and flexibility when required to adapt to new situations. Level of knowledge is weak with inadequate / inaccurate integration in applying the nursing process. Care is characterized by weak, superficial assessments, and lacks individualized approach, depth, evidence / resources.**

program.	integrated into nursing practice through effective use of the nursing process. Consistently meets course objectives and achieves some course objectives above the level expected for the year in the program.	**anxious or lacking confidence when required to adapt to new situations. With guidance, incorporates evidence-based findings.**	**lack some detail. Furthermore, care may lack an individualized approach, depth, or careful / thoughtful use of evidence / resources. Requires assistance to determine content areas needed to ensure complete or in-depth approaches to client care. May need assistance to ensure that all important factors are considered.**	**The care provided is below the level expected for the year in the program, and consistently fails to meets the course objectives.**
Provision of Service to Public	**Consistently anticipates and plans for actual and potential alterations in the needs of clients, including client families. Demonstrates competence and confidence in using the skills appropriate to the specific year of the program. Responds to situations of ambiguity and diversity with confidence in own ability to apply knowledge and sound clinical judgment.**	**With minimal guidance, anticipates and plans for actual and potential alterations in the needs of clients, including client families. With minimal guidance, demonstrates competence and is generally confident in using the skills appropriate to the specific year of the program. With**	**With guidance, care is characterized by relevant assessments; individualized, evidence-based care; and anticipation of immediate and possibly some future client needs. Competent with the skills for the year in the program, meets the course objectives at an acceptable and safe level. With guidance, anticipates**	**Generally fails to anticipate or plan for actual or potential alterations in the needs of clients, including client families. Demonstrates minimally acceptable competence and/or confidence in using the skills appropriate to the specific year of the**	**Consistently fails to anticipate or plan for alterations in the needs of clients or client families. Demonstrates a lack of competence in using the skills appropriate to the specific year of the program, Responds to situations of ambiguity and diversity with difficulty, lack of competence to apply**

	Consistently demonstrates caring and supportive behaviors, and fosters professional relationships though verbal and non-verbal communication that is consistently exceeds expectations for this point in the program.	minimal guidance, responds to situations of ambiguity and diversity with confidence in own ability to apply knowledge and sound clinical judgment. Demonstrates caring and supportive behaviors, and fosters professional relationships through verbal and non-verbal communication that exceeds expectations for this point in the program.	and plans for actual and potential alterations in the needs of clients, including client families. With guidance, responds to situations of ambiguity and diversity. With guidance and support, uses sound clinical judgment, demonstrates caring and supportive behaviors, and fosters professional relationships through verbal and non-verbal communication.	program. Responds to situations of ambiguity and diversity with lack of confidence in own ability to apply knowledge or sound clinical judgment. Fails to consistently demonstrate caring or supportive behaviors, and may have difficulty fostering professional relationships at an acceptable level, through verbal and/or non-verbal communication.	knowledge, or exercising sound clinical judgment. Fails to demonstrate caring or supportive behaviors, and fails to foster professional relationships. These behaviors are not at an acceptable level for the point in the program.
Context-Based Learning	**Consistently and independently demonstrates outstanding performance in all areas/components of CBL, including group process, self-direction, critical thinking, communication and where applicable, writing to enhance and support the learning that takes place in the group.**	**With minimal guidance, demonstrates a high standard in most areas/components of CBL, including group process, self-direction, critical thinking, communication and where applicable, writing to enhance and support the learning that takes**	**With guidance, demonstrates an acceptable level of perform in most areas/components of CBL, including group process, self-direction, critical thinking, communication and where applicable, writing to enhance and support the learning that takes**	**With assistance, demonstrates an acceptable level in most areas / components of CBL, including group process, self-direction, critical thinking, communication and where applicable, writing to enhance and support the**	Fails to achieve an acceptable standard in most areas/components of CBL, including group process, self-direction in learning, critical thinking, communication and where applicable, writing to enhance and support the learning that takes place in the group.

		place in the group.	place in the group.	learning that takes place in the group.	

Nursing 2950
Evaluation of Nursing Practice (ENP)

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

	A	B	C	D	F

PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE
1. Practice within the legal and ethical standards established by the College and Association of Registered Nurses of Alberta and the Canadian Nurses Association, and according to legislated scope of practice, and provincial and federal legislation.
Independently:
▪ demonstrate integrity
▪ demonstrate responsibility and accountability
▪ demonstrate respect for client's values, beliefs and rights
With minimal assistance:
▪ demonstrate application of legal and ethical standards:
  ○ practice according to policies and procedures of host agencies and educational institution
  ○ use knowledge of scope of practice and professional legislation and Code of Ethics
  ○ confidentiality
  ○ use informed consent
  ○ prepare for clinical practice to provide safe, competent care
▪ demonstrate commitment to the values of the profession of nursing and support of professional development of colleagues.
 	
2. **Engage in strategies for social and political action at a beginning level**
With minimal assistance:
▪ differentiate own values/needs/rights/obligations from values/needs/rights/obligations of others
▪ discuss formal and informal power structures in the context of social/political action in nursing situations:
  ○ *recognize vulnerable clients/families*
▪ identify nursing issues requiring social and political action:
  ○ identify programs which have arisen from social/political action
▪ discuss the role of the individual nurse in social/political action:
  ○ identify role in existing programs
  ○ *empower clients*
  ○ *discuss client responsibilities*
  ○ *promote client autonomy and collaboration*
▪ discuss the role of professional nursing organizations in social and political action:
  ○ protection of public
  ○ position statements
▪ describe the planning process for engaging in social and political action:
  ○ *identify information to be provided to client/family*
  ○ identify funding sources (re: existing programs)
  ○ *identify the funding process*
  ○ *discuss change theory*
  ○ *identify existing programs that address client/family needs*
  ○ identify strategies and resources for social and political action.					

	A	B	C	D	F

3. Demonstrate skills and attitudes necessary for life-long learning.
Independently:
■ demonstrate personal responsibility for learning
■ demonstrate an attitude of inquiry to enhance own learning related to nursing practice
 	
With minimal assistance:
■ demonstrate the ability to develop informal (verbal) focused learning goals based on personal and/or client needs
■ identify strengths and limitations of own competence, seeking assistance when necessary
■ demonstrate an openness and receptivity to change:
   ○ seek and be receptive to feedback
   ○ act on feedback
■ assume primary responsibility for attaining and maintaining competence based on nursing practice standards.					

KNOWLEDGE-BASED PRACTICE **4. Apply a critical thinking approach to nursing.** **With minimal assistance:** ■ apply critical thinking strategies in developing sound clinical judgment in relation to restoration, rehabilitation and support ■ apply creative thinking, reflective thinking and insight for restoration, rehabilitation and support for developing sound clinical judgment. 5. Apply nursing knowledge, including knowledge from the arts, humanities, medical sciences, and social sciences into nursing practice. **With minimal assistance:** ■ utilize selected areas of knowledge related to biological, psychological, socio-cultural and spiritual dimensions of the human response to less acute variations in health ■ use selected areas of nursing knowledge related to scope of practice and professional legislation in nursing practice. **6. Demonstrate evidence-based practice.** **With minimal assistance:** ■ utilize credible resources (research studies, experts, and others) ■ examine research findings related to nursing situations ■ describe the significance of research to practice (research studies, experts, and others) ■ identify nursing practice problems that require investigation. 7. Apply nursing and other relevant models/theories in the professional practice of nursing. **With minimal assistance:** ■ explain the use of nursing models/theories/metaparadigms ■ explore application of selected models/theories from other disciplines and their application into nursing ■ explore the application of selected nursing models/theories into nursing practice. **8. Demonstrate competence in health care informatics.** **With minimal assistance:** ■ use a variety of selected information technology and other technology to support all scholarly activities and clinical practice.					

PROVISION OF SERVICE TO PUBLIC

9. Apply concepts and principles of primary health care (accessibility of health services, use of appropriate technology, individual and community participation, increased health promotion and disease prevention, intersectoral collaboration).
    With minimal assistance:
    - apply concepts and principles of primary health care with clients experiencing chronic and less acute variances in health
    - apply knowledge of health determinants in client situations
    - apply selected health promotion activities with individuals and families:
        - develop professional skills needed for taking action (e.g., teaching/learning)
        - *create supportive environments.*

10. **Demonstrate caring relationships in professional situations.**
    With minimal assistance:
    - *recognize how caring behaviors can influence health and healing*
    - recognize the uniqueness, worth and dignity of self and others
    - demonstrate caring behaviors in interpersonal activities with clients, peers and others in the health care setting
    - demonstrate ability to engage in caring relationships with clients in nursing practice
        - initiate, maintain and terminate professional relationships in a supportive manner
        - social vs. therapeutic
        - *recognize situations requiring client advocacy.*

11. Collaborate with clients, community agencies, community members, and members of other disciplines in a variety of settings.
    With minimal assistance:
    - promote client participation, choice and control
    - promote colleague participation, choice and control
    - develop partnerships with community members, community agencies, colleagues and members of other disciplines
    - interact with clients with chronic and less acute variations in health
    - engage in inter-professional interaction.

12. **Demonstrate beginning leadership, management and administrative skills.**
    With minimal assistance:
    - use effective time management strategies in coordinating client care
    - describe leadership and management roles and competencies
    - use decision-making processes
    - effectively lead a small group
    - perform an accurate appraisal of self and others
    - effectively follow quality and risk management processes to enhance nursing practice
    - identify principles of delegation (right: task, circumstance, person, direction, supervision).

13. **Demonstrate the ability to deal with ambiguity and diversity.**
    With minimal assistance:
    - *anticipate the need of clients*
    - deal with the effects of ambiguity and diversity in all learning environments
    - identify ambiguity and diversity in selected nursing situations
    - identify own pattern of dealing with the effects of ambiguity and diversity
    - provide support to clients experiencing effects of ambiguity and diversity in times of transition

- select appropriate strategies for dealing with the effects of ambiguity and diversity in selected nursing situations.

14. Demonstrate competence in clinical reasoning in relation to verbal and written communication, psychomotor skills, nursing process, priority setting, client education, in the promotion, restoration, rehabilitation and maintenance of health.
    With minimal assistance:
    - apply nursing process
    - use appropriate verbal communication skills:
        - *using appropriate lines of communication*
        - *communicating and reporting relevant information in a timely manner*
    - use appropriate written communication skills:
        - *documenting relevant information accurately and in a timely manner*
    - provide effective client education by:
        - applying principles of teaching and learning
        - *identifying needed referrals*
    - prioritize nursing activities
    - perform selected assessment skills in a competent manner
    Independently:
    - perform selected psychomotor skills in a competent manner – lab setting
    With guidance:
    - perform selected psychomotor skills in a competent manner – clinical setting.

CONTEXT-BASED LEARNING

15. Demonstrate competency with the application of the elements of context-based learning to clinical experience seminars and pre-/post-conferences.
    With guidance:
    - effectively use self-directed learning
    - effectively use critical thinking skills to facilitate learning of the group
    - effectively use group process to facilitate learning of the group:
        - respect for the values and beliefs of others
        - responsibility and accountability for the learning of the group
        - group roles
        - caring behaviors
        - *communication skills (verbal or written)*
        - *factors which influence the group.*

Tutor Comments:

Student Comments:

Signatures:

Clinical instructor: _____ **Date**_____

Student*_____ **Date**_____
* Signature indicates student has read the above information