



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

NURSING 2950

FALL 2006 COURSE OUTLINE

Clinical instructors:

Dana Susheski RN, BScN
Office: H217, ext 2761
dsusheski@gprc.ab.ca

Bonnie Hessler, RN, BScN
Office: H226, ext. 2757
bhessler@gprc.ab.ca

Robin Hoban, RN, BN
Office: C214, ext. 2037
rhobban@gprc.ab.ca

Liz Richard, RN, BScN, MN
Office: H208, ext. 2752
lrichard@gprc.ab.ca

**Originally developed by the Clinical Experience Development Committee
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CALENDAR STATEMENT:

NURS 2950 Nursing Practice IV *7 (fi 14) (either term, 0-3s-28c).

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: NURS1900, 1910, 1940, 1950, PZ1500 and MMI 1330. Pre- or corequisite: NURS 2900. **“In Year 1 only, prerequisites may be configured to meet site course requirements.”**

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

Seminars are every Friday from 0830-1120. Seminar Topics will be discussed and related to clinical practice. Space will be allotted during this time, for presentation of learning plan objectives.

LABS: Labs will be completed during the first week of clinical orientation.

SICK TIME:

Absences will jeopardize the ability of the instructor to have sufficient data for evaluation of the student's performance. There is no time to make up lost shifts. If you are ill, or unable to attend clinical, you must notify your instructor prior to the shift. **GPRC Department of Nursing policy on sick time is explained on page 123 of the 2006-2007 GPRC Calendar.**

If you are to be on the unit that day, you can call and leave a message with someone from the floor. If you are sick on your off-unit days, please call the unit and then leave a message on your tutor's voice mail at work to advise them of the situation.

WITHDRAW DEADLINES:

The last day to withdraw from this course with permission is **November 17, 2006.**

PROGRESSION IN CLINICAL COURSE:

If a student is having marginal performance meaning they are not meeting the course objectives, the instructor in consultation with the student, will develop a plan of action based on strengths and areas to work on. Students will receive weekly verbal feedback on how they are progressing and ways to improve performance.

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

Refer to GPRC and Nursing Department Handbooks.

PROFESSIONAL DRESS:

It is expected that all students will follow the dress code of the clinical agency they attend. It is expected all students will wear a Grande Prairie Regional College nametag. Absolutely no jeans. For safety reasons, the only jewellery that may be worn is one pair of small stud earrings, a serviceable watch, and a plain wedding band. You will be required to remove obvious body piercing jewellery for safety reasons. Hair should be neat and off the face, with shoulder length

or longer hair tied back. No nail polish may be worn. Makeup should be minimal and perfume is not to be worn. The use of perfumed lotions, deodorants and powders is discouraged. Shoes are worn as per hospital/community policy for each clinical setting.

Good personal hygiene and grooming are part of a nurse's professional decorum. The faculty reserve the right to suggest the appropriateness of student appearance in the clinical setting.

PREPARATION FOR CLINICAL EXPERIENCE:

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

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 childbearing 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:

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. Practices within the legal and ethical standards established by the College and Association of Registered Nurses of Alberta and the Canadian Nurses Association, and according to legislated scope of practice, and provincial and federal legislation.

Independently:

- demonstrates integrity
- demonstrates responsibility and accountability
- demonstrates respect for client's values, beliefs and rights

With minimal assistance:

- demonstrates application of legal and ethical standards by:
 - practicing 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
- demonstrates commitment to the values of the profession of nursing and support of professional development of colleagues

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

With minimal assistance:

- differentiates own values/needs/rights/obligations from values/needs/rights/obligations of others
- discusses formal and informal power structures in the context of social / political action in nursing situations
 - *recognizes vulnerable clients/families*
- identifies nursing issues requiring social and political action
 - identifies programs which have arisen from social / political action
- discusses the role of the individual nurse in social / political action:
 - identifies role in existing programs
 - *empowers clients*
 - *discusses client responsibilities*
 - *promotes client autonomy and collaboration*
- discusses the role of professional nursing organizations in social and political action
 - protection of public
 - position statements
- describes the planning process for engaging in social and political action
 - *identifies information to be provided to client/family*
 - identifies funding sources (re: existing programs)
 - *identifies the funding process*
 - *discusses change theory*
 - *identifies existing programs that address client/family needs*
 - identifies strategies and resources for social and political action

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

Independently:

- demonstrates personal responsibility for learning
- demonstrates an attitude of inquiry to enhance own learning related to nursing practice

With minimal assistance:

- identifies strengths and limitations of own competence, seeking assistance when necessary
- demonstrates an openness and receptivity to change
 - seeks and is receptive to feedback
 - act on feedback
- assumes primary responsibility for attaining and maintaining competence based on nursing practice standards.

KNOWLEDGE BASED PRACTICE**4. Applies a critical thinking approach to nursing****With minimal assistance:**

- applies critical thinking strategies in developing sound clinical judgment in relation to restoration, rehabilitation and support
- applies creative thinking, reflective thinking and insight for restoration, rehabilitation and support for developing sound clinical judgment

5. Applies nursing knowledge, including knowledge from the arts, humanities, medical sciences, and social sciences into nursing practice.**With minimal assistance:**

- utilizes selected areas of knowledge related to biological, psychological, socio-cultural and spiritual dimensions of the human response to less acute variations in health
- uses selected areas of nursing knowledge related to scope of practice and professional legislation in nursing practice.

6. Demonstrates evidence based practice.**With minimal assistance:**

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

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

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

8. Demonstrates competence in health care informatics.**With minimal assistance:**

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

PROVISION OF SERVICE TO PUBLIC**9. Applies concepts and principles of primary health care (accessibility of health services, use of appropriate technology, individual and community participation, increased health promotion and disease prevention, intersectoral collaboration).****With minimal assistance:**

- applies concepts and principles of primary health care with clients experiencing chronic and less acute variances in health
- applies knowledge of health determinants in client situations
- applies selected health promotion activities with individuals and families
 - develops professional skills needed for taking action (eg. teaching/learning)
 - *creates supportive environments*

10. Demonstrates caring relationships in professional situations.**With minimal assistance:**

- *recognizes how caring behaviors can influence health and healing*
- recognizes the uniqueness, worth and dignity of self and others
- demonstrates caring behaviors in interpersonal activities with clients, peers and others in the health care setting
- demonstrates ability to engage in caring relationships with clients in nursing practice
 - initiates, maintains and terminates professional relationships in a supportive manner
 - social vs. therapeutic
 - *recognizes situations requiring client advocacy*

11. Collaborates with clients, community agencies, community members, and members of other disciplines in a variety of settings.**With minimal assistance:**

- promotes client participation, choice and control
- promotes colleague participation, choice and control
- develops partnerships with community members, community agencies, colleagues and members of other disciplines
- interacts with clients with chronic and less acute variations in health
- engages in inter-professional interaction

12. Demonstrates beginning leadership, management and administrative skills.**With minimal assistance:**

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

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

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

With minimal assistance:

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

14. Demonstrates competence in clinical reasoning in relation to verbal and written communication, psychomotor skills, nursing process, priority setting, client education, in the promotion, restoration, rehabilitation and maintenance of health.

With minimal assistance:

- applies nursing process
- uses appropriate verbal communication skills
 - *using appropriate lines of communication*
 - *communicating and reporting relevant information in a timely manner*
- uses appropriate written communication skills
 - *documenting relevant information accurately and in a timely manner*
- provides effective client education by applying:
 - principles of teaching and learning
 - *identifying needed referrals*
- prioritizes nursing activities
- performs selected assessment skills in a competent manner

Independently:

- performs selected psychomotor skills in a competent manner – lab setting

With guidance:

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

CONTEXT BASED LEARNING

15. Demonstrates competence with context based learning.

With guidance:

- describe the components of context based learning
 - self directed learning
 - group process
 - CBL process
- use the nursing process to plan nursing care for selected clients
 - selected assessment skills
 - problem identification

- outcomes
- interventions
- evaluation

- 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
 - self directed learning
 - influencing factors
- effectively use critical thinking in the group
 - brainstorming
 - exploring (creativity, depth, breadth and relevancy)
 - sources of information
- use communication skills to enhance the context based learning processes
 - sharing personal information
 - articulation
 - clarity
 - conciseness
 - relevancy
 - seeking and providing opinions, information and direction
 - receiving and giving feedback
- use writing skills to enhance the context based learning processes
 - legibility
 - appropriateness
 - clarity
 - conciseness
 - relevancy

REQUIRED RESOURCES

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

Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2006). *Medical-Surgical Nursing in Canada: Assessment and management of clinical problems (1st ed.)*. St. Louis: Mosby.

Marriner Tomey, A. & Raile Alligood, M. (2006). *Nursing theorists and their work (6th ed.)*. St. Louis: Mosby.

McCance, K. L. & Huether, S. E. (2006). *Pathophysiology: The biologic basis for disease in adults and children (5th ed.)*. St. Louis: Mosby.

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

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.

Wong, D., Perry, S., Hockenberry, M., Lowdermilk, D., & Wilson, D. (2006) *Maternal Child Nursing Care (3rd ed.)* St. Louis: Mosby.

RECOMMENDED RESOURCES (site specific):

Johnson, Bulechek, Butcher, & Dotcherman (2006) *NANDA NOC and NIC Linkages*, St. Louis: Mosby.

Medication Drug Guide

Laboratory Tests and Diagnostic Procedures

Nursing Care Plan book

REQUIRED LEARNING EXPERIENCES:

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

1. During this course, students will have a continuous experience in community-based practice and in homes and some acute care settings. Students will participate in nursing care of childbearing families, health promotion programs, prevention programs, birthing and postpartum 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, postpartum. 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 and/or Lactation consultant.
6. Utilize the CFAM/CFIM model to assess a family.
7. Perform an assessment on a newborn.
8. Collaborate with clients, family, nurse, community members and members of other disciplines.
9. Participate in the care of acutely ill children.

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.

**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 behavior 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.

Used with permission of Red Deer College Nursing Faculty. Revised: August 28, 2003

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

*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.*

****Note: Refer to the 2006-07 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

<i>Evaluation</i>	<i>Grade</i>	<i>4-point Equivalent</i>	<i>Percentage of Total Mark</i>	<i>Value</i>
<i>ENP will be a combination of input from postpartum, pediatrics & public health</i>			<i>70%</i>	
<i>Research assignment</i>			<i>30%</i>	
<i>Critical Incident Journal</i>			<i>Complete/ Incomplete</i>	
				<i>Total:</i>

Total 4-Point Equivalent Values:**Final Grade:**

*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 were translated into the 4-point equivalent, were 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. Your final exams can be viewed by setting up an appointment with your tutor.

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 2006-2007 Calendar on pages 43-47.

We expect honesty from our students. This demands that the contribution of others be acknowledged (GPRC Calendar, 2006-2007). 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.**

1. Reflective Journal

DUE DATE: Each journal is due every second Friday at the beginning of the seminar. This will be the Friday after the last day of clinical in each clinical setting.

Students will choose **AN INCIDENT** that occurred in each clinical setting (postpartum, pediatrics, & public health) of NS 2950 for a **TOTAL of THREE JOURNAL ENTRIES.** 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.

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.
- 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 is 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 (30%)

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 30 minutes to give an overview of 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 **30%** of your mark. It is also count 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:

December 1st

December 8th

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**
 - How/Why was the topic selected?
 - What is your question?
 - Are there any ethical considerations you may think about before proceeding with your data collection
- ✓ **Literature Discussion**
 - Literature search
 - How much information on your topic is in the literature?
- ✓ **Make an hypothesis**
 - Predict what you think the answer to your question will be.
- ✓ **Data collection tool**
 - Subject/ participants: Number and Demographics
 - What were the questions that you asked your subjects?
 - How did you collect your information?
- ✓ **Data interpretation (be creative)**
 - What were the results of your data collection?
- ✓ **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. **Evaluation of Nursing Practice (ENP) (70%)**

A formative and written summative evaluation of Nursing Practice will be completed by the student and the instructor during the final evaluation. See attached form. A midterm evaluation will also be done on a more informal basis.

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. **For the purposes of NS 2950, the DCO grade will be a compellation of your performance in all three areas of practice.**

Marking guidelines for all three areas of clinical performance are included in this course outline. 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 DCO with a 50%, they will obtain an overall grade of no greater than D. If you receive a grade of “F” in any of the DCO criteria it constitutes a “clinical failure” on the DCO, as the student has then shown unsafe, unprofessional, or unethical nursing practice.

Final Evaluations will occur December 15th

Please submit your ENP with written comments to the instructor BEFORE your final evaluation.