



DEPARTMENT OF NURSING EDUCATION AND HEALTH STUDIES

COURSE OUTLINE - FALL 1 AND 2 2012

NURSING 2950 - NURSING PRACTICE IV 7(0-3-28), UT, 217 HOURS, A2, AC2, B2, BC2

FALL 1, A2, AC2

INSTRUCTOR: Louise Rawluk **PHONE:** 780-539-2037
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FALL 2, B2, BC2

INSTRUCTOR: Karen Crosby-
 Rolston RN, BA, BN **PHONE:** 780-539-2019
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INSTRUCTOR: Kim Staples **PHONE:** 780-539-2756
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OFFICE HOURS: Office hours vary. Consult with each individual instructor.

PREREQUISITE(S)/COREQUISITE:

Prerequisites: NURS 1940, 1950.

REQUIRED TEXT/RESOURCE MATERIALS:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Balzer-Riley, J. (2008). *Communications in nursing* (6th ed.). Toronto, ON: Mosby.

Estes, M., & Buck, M. (2008). *Health assessment and physical examination* (1st Canadian edition.). Toronto: Thomson Nelson.

Pickar, G.A., Graham, H., Swart, B., & Swedish, M. (2009). *Dosage calculations* (1st Canadian ed.). Toronto, Ontario: Nelson Education Ltd.

Potter, P.A., Perry, A.G., Ross-Kerr, J.C., & Wood, M.J. (2010). *Canadian fundamentals of nursing* (revised 4th ed.). Toronto, Ontario: Elsevier Mosby.

Ricci, S.S., & Kyle, T. (2009). *Maternity and pediatric nursing*. Philadelphia: Lippincott Williams & Wilkins.

Nursing Drug Guide or e-CPS or Phone app.

OPTIONAL TEXTS:

Ackley, B. J., & Ladwig, G. B. (2011). *Nursing diagnosis handbook: An evidence-based guide to planning care* (9th ed.). St. Louis: Mosby.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed., 3rd printing). Washington, DC: Author. OR Credible APA software equivalent i.e. <http://www.perrla.com/APADetails.aspx>

Perry, S. E., Cashion, K., Lowdermilk, D. L., & Alden, K. R. (2012). *Clinical companion for maternity & newborn nursing* (2nd ed.). St. Louis: Mosby, Inc.

RESOURCE MATERIALS:

1. Working Definitions (Posted on Moodle)
2. Map of Theoretical Labs, Clinical Labs and Clinical Seminars (Posted on Moodle)
3. Graduate Competencies and Year-end Outcomes (Posted on Moodle)
4. Grade Descriptors
5. Other site-specific resources

CALENDAR DESCRIPTION:

Nursing practice will focus 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 will occur in homes or in community-based settings.

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.

CREDIT/CONTACT HOURS:

7(0-3-28), 217 HOURS

DELIVERY MODE(S):

The course work includes lab, seminar [including individual student presentations] and clinical practice.

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 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, labour 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.

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: The clinical tutor provides input every now and then.

Overarching Statements:

Students are responsible to familiarize themselves with *Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2012-2013*. Attention must be given to the competencies that are identified as being relevant to NURS 2950.

Students must regularly refer to the document entitled *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*. Attention must be given to the Year 2 Column. This document serves as the basis for the evaluation of students' clinical practice.

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

- CARNA Nursing Practice Standards (2003) and all other CARNA standards
- The CNA Code of Ethics for Registered Nurses (2008).

1. Demonstrate, with assistance, the processes of self-directed learning, critical thinking, and group process in utilizing context-based learning, in all learning activities.
2. Demonstrate, with minimal assistance, the ability to practice in accordance with Year 2 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2012-2013*.
3. Demonstrate, with minimal assistance, the ability to use professional and therapeutic communication skills to collaborate with healthy clients, clients experiencing chronic or less acute variances in health across the life span in community based setting, homes, and some acute care centres.
4. Demonstrate, with minimal assistance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing chronic or less acute variances in health.
5. Demonstrate, with minimal assistance, the ability to manage health promotion and primary prevention activities using advanced therapeutic/interpersonal communication skills, health counseling skills, and teaching and learning principles.
6. Demonstrate, with minimal assistance the ability to perform intermediate health assessments skills with healthy individuals across the lifespan in the context of family within a community, and demonstrate with assistance the ability to perform basic assessment of the childbearing family.
7. Demonstrate, with minimal assistance, the ability to engage in evidence-based practice.
8. Demonstrate the ability to integrate knowledge into clinical practice.

Note: Up to three "site specific" objectives related to the clinical settings and/or characteristics of the program location (Edmonton, Fort McMurray, Grande-Prairie, or Red Deer), may be added. This is not a requirement; it is an opportunity for creativity. Such site specific objectives do not require CDC approval but should be approved by the site.

TRANSFERABILITY:

“This course is part of the block transfer agreement with the University of Alberta in the Collaborative BScN Program. Admission to the fourth year of the Program and registration at the U of A will be contingent upon confirmation by the Faculty of Nursing that the first three years of the Program have been completed with satisfactory academic standing. For promotion to Year 4 at the U of A, a student is required to pass all previous courses and obtain a minimum cumulative GPA of 2.0 on a 4.0 point scale in the first three years of the program. If these conditions are met, the student will be granted a block transfer of work completed at GPRC to the U of A record.”

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

GRADING CRITERIA:

Final Grade Assignment

Each assignment in the course will be given an alpha grade according to the grading criteria for each assignment. Grades for each assignment will be converted into a 4-point equivalent. This number will then be multiplied by the weighting of the assignment to determine a score. The scores for each assignment will be added together for a total score in the course. This total score will then be used to determine the final alpha grade in the course. If you have any questions or concerns, please see your tutor / instructor for more information.

GRADING CONVERSION CHART			
ALPHA GRADE	PERCENTAGE CONVERSION (%)	4-POINT EQUIVALENT	DESCRIPTOR
A+	95 – 100	4.0	Excellent
A	90 – 94.9	4.0	
A-	85 – 89.9	3.7	Very Good First Class Standing
B+	80 – 84.9	3.3	
B	75 – 79.9	3.0	Good
B-	70 – 74.9	2.7	
C+	66 – 69.9	2.3	Satisfactory
C	63 – 65.9	2.0	
C-	60 – 62.9	1.7	
D+	55 – 59.9	1.3	Poor
D	50 – 54.9	1.0	Minimal Pass
F	0 – 49.9	0.0	Failure
WF	0	0.0	Fail Withdrawal after the deadline

Students may receive a grade of D or D+ in an assignment, but must have an overall grade of C- to achieve a passing grade in a nursing course.

EVALUATIONS:

EVALUATION:	VALUE:
ENP will be a combination of input from Postpartum, L & D, Pediatrics, NICU, and Public Health	70%
Research Inquiry Assignment	30%

REQUIRED EVALUATION

1. **Evaluation of Nursing Practice (ENP)**. Nursing practice must be evaluated using the ENP tool (**70%**).
 - A. 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.
 - B. Evaluation of student's clinical performance:
A formative and 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.
 - **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 ENP posted in Moodle.**
 - **Students must complete an ENP at the end of each clinical area (Postpartum, Public Health). Your ENP grade will be assigned at the end of the rotation in consultation with both NS 2950 instructors.**

- The ENP grade will be an AVERAGE of your performance in all Maternal/Child areas of practice including Postpartum, L & D, Pediatrics, NICU, and Public Health settings.

Students MUST pass the ENP in order to pass the 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.

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

Final Student Evaluations (ENP):

Will occur during the final week of Clinical or during the exam week as outlined in the GPRC Calendar.

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.

Unsafe clinical practice is behavior that places the client or staff in either physical or emotional jeopardy. Physical jeopardy is the risk of causing physical harm. Emotional jeopardy means that the student creates an environment of anxiety or distress which puts the client or family at risk for emotional or psychological harm. Unsafe clinical practice is an occurrence or pattern of behavior involving unacceptable risk.

Scanlan, J. M., Care, W. D., & Gessler, S. (2001). Dealing with the unsafe student in clinical practice. *Nurse Educator*, 26 (11), 23-27

2. Research Inquiry 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.

Research Assignment Components

- State your Research Purpose.
- Include a Literature Review: A variety of research articles are expected to be used.
- Ask a Research Question- this is something that you are curious about in relation to your nursing practice.
- Develop a Hypothesis - What do you think the answer to the question is? (Quantitative).
- Choose a Research Design – **Identify if it is Qualitative or Quantitative or a mixture of both?**
- Identify a Target Population and choose a Sample.

- Identify Ethical Considerations. It is expected that students maintain strict confidentiality throughout the research gathering process and presentation.
- Identify your Assumptions.
- Develop a Data Collection Tool.
- Provide your Results – did you answer your research question? Interpret your data. Was your data consistent with the literature? [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].
- Identify the Limitations of your Study.
- What does this mean to me as a nurse? (Nursing Implications).
- What do I do with this information? (Recommendations for Future Research).
- Include References
- Develop a Peer Evaluation Tool

Students must have instructor approve their Research Question and Research Questionnaire [Tool] prior to the start of their project by the end of week 3.

In order to provide fairness to all student presenters, on the assigned due date, students are expected to provide their completed research inquiry assignment as a hard copy to their instructors. Students must note that any additional changes to the original presentations will NOT be taken into consideration for grading of the assignment.

Dependent on the class size, students will have a maximum of **20 minutes** to orally present an overview of their research inquiry study in a **Powerpoint format**.

Students will be expected to design a **Peer Evaluation Tool** that will be circulated to their peers and their instructor(s) on the day of their presentation. This tool will be used by your peers to evaluate your presentation.

This assignment counts as **16 clinical hours**. It is a project of your own design.

Students will be given opportunity to sign up and present on one of two scheduled seminar days.

STUDENT REPSONSIBILITIES:

Nursing Program Policies and Dates:

Please refer to the 2012/13 Grande Prairie Regional College Calendar at <http://www.gprc.ab.ca/programs/calendar/> and the University Of Alberta Collaborative Baccalaureate Nursing Program with Grande Prairie Regional College Student Handbook for specific nursing program policies and dates.

Assignment Policy:

All assignments are expected to be passed in at the time and place they are due. Extensions on assignments may be granted and must be negotiated with the instructor prior to the due date and with a date specified for late submissions.

Assignments will only be accepted through e-mail, face-to-face with instructor, and through the nursing office-timed and dated by Nursing Office personnel.

Assignments placed in or under an instructor's office door WILL NOT be accepted.

**A penalty of one letter grade per day (including Saturday and Sunday) will be deducted from the final mark of a late assignment. For example, a paper graded at a C would receive an adjusted grade of C- if handed in one day late.
Late assignments are due by 1600 hours.**

Labs

Students are expected to wear scrubs or nursing uniforms to all labs. You will not be permitted to wear scrubs to other classes. A 10 minute allowance will occur at the end of the lab to allow time for changing clothes.

Attendance

Attendance at orientation, labs, and clinical is expected; absence will jeopardize successful completion of the course and may result in course failure.

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 (time permitting) in order to progress in the program. **More than two clinical absences from the clinical site may result in the instructors' being unable to evaluate the student's clinical performance, resulting in a grade of F.**

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at
<http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at
www.gprc.ab.ca/about/administration/policies/

**Note: all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE:

Fall 1 September-October 26, 2012

Clinical Days: AC2; Varies (Please refer to Clinical Schedule)

Seminars: A2; Fridays: 0830-1120 (Room: E311)

Fall 2 October 29-December 18, 2012

Clinical Days: BC2; Varies (Please refer to Clinical Schedule)

Seminars: B2; Fridays: 0830-1120 (Room: E311)

Appendices

NS 2950
Research Assignment Marking Guide

	Excellent (A)	Very Good (B)	Good (C)	Marginal (D)	Fail (F)
Outline	Comprehensive, clear, and organized. Shows excellent effort.	Clear, and organized. Some gaps exist. Shows very good effort.	Organized, but unclear, superficial, and many gaps exist. Shows good effort.	Disorganized, unclear, superficial, vague, and provides little evidence of effort.	Not provided.
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, 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 positive, specific, clear and concise, related to the research question and is measurable.	Hypothesis is positive, related to the research question and is measurable.	Hypothesis is positive, related to the research question but is not measurable.	Hypothesis is negative, is not related to the research question and is not measurable.	Hypothesis is not included.

Research Design	Provided and correct.				Not provided or provided but incorrect.
Sample	Given and appropriate size for the time provided.			Given but inappropriate size for time provided.	Not given.
Ethics	Has research question and data collection tool approved by instructor. Consent is obtained from the participant (written or implied).				Does not have research question and data collection tool approved by instructor. Consent is not obtained from the participant (written or implied).
Assumptions	Identifies assumptions.				Does not identify assumptions.
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.

Data Interpretation [Results and Discussion]	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
Limitations	Identifies limitations of the study.				Does not identify limitations of the study.
Nursing Implications and Recommendations	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 and provides recommendations that are clear, and that 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.

Power Point	<p>Extraordinary and creative presentation of research question, hypothesis, data interpretation.</p> <p>Thoughtfully evaluates major alternative points of view.</p> <p>Powerpoint slides extremely well done, easy to read. Appropriate use of graphics.</p>	<p>Presentation of research question, hypothesis, data interpretation, is thorough.</p> <p>Powerpoint slides very good. Most slides, easy to read. Mostly appropriate use of graphics.</p>	<p>Presentation of research question, hypothesis, and data interpretation is clear, but does not answer the research question or the hypothesis.</p> <p>Powerpoint slides superficial. Some slides difficult to read. Some inappropriate use of graphics.</p>	<p>Presentation of research question, hypothesis, data interpretation, is unclear, does not answer the research question or the hypothesis. Little evidence of analysis or evaluation from alternative points of view and has only 1 source.</p> <p>Powerpoint slides confusing. Most slides difficult to read. Some inappropriate use of graphics.</p>	<p>Does not present research question, hypothesis and data interpretation or presentation is poorly organized and difficult to follow.</p> <p>Did not incorporate powerpoint slides into presentation.</p>
Presentation	<p>Professionally dressed. Spoke exceptionally well, presentation free of jargon.</p> <p>Exceptional use of professional language. Spoke</p>	<p>Professionally dressed. Spoke well, presentation mostly free of jargon. Very good use of professional language. Spoke in a clear voice.</p>	<p>Professionally dressed. Spoke with some confusion. Presentation had some jargon.</p> <p>Occasional use of professional language.</p>	<p>Not Professionally dressed. Did not understand content in presentation.</p> <p>Presentation was jargon.</p> <p>Presentation rarely</p>	<p>Was not prepared to present.</p>

	in an exceptionally clear voice. Extremely considerate of audience (i.e.- stopped to ask questions, clarified that presentation was understandable)	Considerate of audience.	Occasionally hard to understand. Did not take the time to do a perception check with the audience.	contained professional language. Mostly hard to understand. Did not take the time to do a perception check with the audience.	
Evaluation Tool	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, and spelling errors. APA format requires minimal revisions.	Content is well written, with some structure and organization needing improvement. Grammar, spelling errors, and APA format requires some revisions.	Content is present, with most structure and organization needing improvement. Grammar and spelling errors evident throughout. 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.

EVALUATION OF NURSING PRACTICE

CLINICAL COURSE	NURSING 2950
SEMESTER	Click here to enter a date. to Click here to enter a date.
STUDENT NAME	Click here to enter text.
STUDENT ID #:	Click here to enter text.
INSTRUCTOR NAME	Click here to enter text.
CLINICAL PLACEMENT	Click here to enter text.

# OF CLINICAL ABSENCES	Click here to enter text.
ENP GRADE	
STUDENT SIGNATURE	X
INSTRUCTOR SIGNATURE	X
EVALUATION DATE	Click here to enter a date.

-
- Original Signed Copy of ENP to be placed in GPRC Student File
 - Photocopy of ENP to be provided to the student

PLEASE NOTE

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

Student's overall performance will be assessed in each of the (6) categories:

A	B	C	D	F
EXCELLENT	VERY GOOD	GOOD / SATISFACTORY	MARGINAL	UNSATISFACTORY
Student meets the objectives at a "Level of Independence" greater than identified on the ENP, <i>all of the time</i> .	Student meets the objectives at a "Level of Independence" greater than identified on the ENP, <i>the majority of the time</i> .	Student meets the objectives at a "Level of Independence" greater than identified on the ENP, <i>some of the time</i>	Student meets the objectives at a "Level of Independence" required on the ENP <i>inconsistently</i> .	Student <i>fails</i> to meet the objectives at a "Level of Independence" required on the ENP.

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

With assistance: The student requires direction and information.

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

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

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

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

DEFINITION OF TERMS

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

Information: tutor tells student specifics about a concept, topic

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

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

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

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

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

RC = Relevant Competency

Please refer to the "Graduate Competencies and Year End Outcomes - Condensed Version 2012-2013

RELATED COURSE OBJECTIVES:

- Demonstrate, with minimal assistance the ability to practice in accordance with Year 2 competencies, as described in the document entitled: Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011.

RC	1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY	A	B	C	D	F
1.2	Presents a professional image					
1.2	Demonstrates accountability for making decisions and the outcomes of those decisions					
2.2	Uses effective time management strategies in coordinating care, organizing workload, and setting priorities.					
3.1	Demonstrates the ability to practice safely and within the limits of own competence and knowledge					
32.2						
1.2	Demonstrates initiative and responsibility to accurately assess and meet own learning needs and					
32.2	implements learning goals to maximize and or improve nursing care					
3.2	Ensures personal, client and colleague safety by practicing within the policies and procedures of the agency/organization					
4.2						
16.2						

INSTRUCTOR COMMENTS

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RELATED COURSE OBJECTIVES :

- Demonstrate, with minimal assistance, the ability to perform intermediate health assessments with healthy individuals across the lifespan in the context of family within a community and basic assessment of the childbearing family.
- Demonstrate, with minimal assistance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing chronic or less acute variances in health.
- Demonstrate, with minimal assistance, the ability to manage health promotion and primary prevention activities using advanced skills.
- Demonstrate, with minimal assistance, the ability to use professional and therapeutic communication skills to collaborate with healthy clients, clients experiencing chronic or less acute variances in health across the life span in community based settings, homes, and some acute care centres.
- Demonstrate, with minimal assistance, the ability to engage in evidence-based practice.
- Demonstrate, with minimal assistance, the ability to integrate knowledge into clinical practice.

RC	2. KNOWLEDGE-BASED PRACTICE	A	B	C	D	F
10.2	Applies a critical thinking approach to nursing					
5.2	Engages in strategies for social and political action at a beginning level					
10.2 18.2	Uses credible and evidence informed theory and resources to provide competent care					
19.2 23.2	Identifies appropriate nursing diagnoses from relevant assessment data, sets goals, develops plans for care, and evaluates outcomes					
15.2	Uses principles of primary health care in delivery of care at a beginning level					
18.2	Makes appropriate judgments and sound decisions in management of care based on clear and accurate understanding of rationale for care, best practice guidelines, and research					
7.2 8.2 17.2	Develops a knowledge base from nursing and other disciplines to manage current health care issues relevant to clients across the life span, including the childbearing family and those experiencing chronic or less acute variances in health (i.e. health promotion and primary prevention activities, population health, and health restoration, rehabilitation and support)					
27.2	Uses appropriate lines of communication to report significant issues or concerns related to delivery of nursing care and patient / client outcomes.					
24.2	Produces clear, timely, relevant, and thorough charting / documentation					
27.2	Establishes and maintains effective working relationships and open communication with colleagues					

INSTRUCTOR COMMENTS

Click here to enter text.

RELATED COURSE OBJECTIVE

Demonstrate, with minimal assistance the ability to practice in accordance with Year 2 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011*.

RC	3. ETHICAL PRACTICE	A	B	C	D	F
25.2	Provides nursing care that respects professional boundaries, and individual rights such as informed consent, confidentiality, client autonomy, and advocacy					
26.2	Demonstrates respect for cultural, spiritual, and individual values, beliefs, and opinions of peers, colleagues, and clients					
25.2	Identifies potential effect(s) of own values, beliefs, and experiences on relationships with clients, and uses this self awareness to provide competent care					
27.1	Establishes therapeutic and caring relationships with clients					

INSTRUCTOR COMMENTS

Click here to enter text.

RELATED COURSE OBJECTIVE

- Demonstrate, with assistance or minimal assistance, the ability to establish a helping relationship with clients.

RC	4. SERVICE TO THE PUBLIC	A	B	C	D	F
27.1	Demonstrates skills for collaborative team work, including knowledge of scope of practice					
28.2	Demonstrates beginning leadership, management, and administration skills					
29.2						

INSTRUCTOR COMMENTS

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RELATED COURSE OBJECTIVE

Demonstrate, with minimal assistance the ability to practice in accordance with Year 2 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011*.

RC	5. SELF-REGULATION	A	B	C	D	F
31.2	Demonstrates, with minimal assistance, an understanding of the CARNA practice standards and competencies in relation to the development of own nursing practice					

INSTRUCTOR COMMENTS

Click here to enter text.

RELATED COURSE OBJECTIVE

- Demonstrate, with minimal assistance, the processes of self-directed learning, critical thinking, and context-based learning in all learning activities.

RC	6. CONTEXT BASED LEARNING	A	B	C	D	F
33.2.1	With guidance, directs own learning					
33.2.2	With guidance uses critical thinking skills to facilitate learning of the group					
33.2.3	With guidance effectively uses group process to facilitate learning of the group					
34(a)	With minimal assistance, provides support to clients experiencing ambiguity and diversity					
34(b)	With minimal assistance, selects appropriate strategies to deal with ambiguity and diversity					
35	With guidance, uses scholarly writing skills to apply knowledge derived from nursing and related disciplines					

INSTRUCTOR COMMENTS

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MIDTERM SUMMARY OF EVALUATION

Recommendations for **current** clinical performance development

INSTRUCTOR COMMENTS

Click here to enter text.

STUDENT COMMENTS

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FINAL SUMMARY OF EVALUATION

Recommendations for **future** clinical performance development

INSTRUCTOR COMMENTS

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STUDENT COMMENTS

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