



**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM**

Grande Prairie Regional College

MacEwan

Keyano College

Red Deer College

University of Alberta

**NURSING 3910**

**2006 – 2007 COURSE OUTLINE**

**Fall 2006**

**Course Leader and Home Care Instructor**

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Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, April 2006

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Approved: May 2006

## Nursing 391 Course Outline

### CALENDAR STATEMENT:

**NURS 391 Nursing Practice V** \*7 (fi 14) (either term, 0-3s-28c in 7 weeks).

Practice focuses on restoration, rehabilitation, and support (including health promotion and disease prevention) of clients experiencing more acute variances in health across the life-span. Practice occurs in primary-, secondary-, and tertiary-level acute care settings. Prerequisites: NURS 151, 291, 294, 295. Pre- or corequisite: NURS 390. **“In Year 1 only, prerequisites may be configured to meet site course requirements.”**

**COURSE HOURS:** LEC: 0 SEM: 21 LAB: 15 CLINICAL: 181

### COURSE DESCRIPTION:

Opportunities will be provided for students to develop advanced skills in health assessment, intervention and communication with clients across the life span. The focus of this clinical course will be the client and their families with more acute variances in health. Students will continue to utilize health promotion, and all levels of prevention in nursing practice. Nursing practice over a continuous block of time will occur in various acute care settings

### 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 students 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 student what to do, about steps to take

**Information:** clinical tutor tells student specifics about a concept, 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. Student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base

**Prompting:** clinical 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:** clinical tutor provides positive feedback for correct information and direction provided by the student

**Consultation:** 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 391, 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 guidance:**

- 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
- *takes action on questionable orders, decisions or interventions of other health team members*
- demonstrates commitment to the values of nursing of the profession of nursing and support of professional development of colleagues
  - *protects clients' values, beliefs and rights*

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

### **With guidance:**

- 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 and/or marginalized clients/families
  - *identifies issues of power that require investigation*
- 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
  - *supports client in meeting their responsibilities*
- discusses the role of professional nursing organizations in social and political action
  - protection of public
  - position statements

- *allocation of resources*
- *identifies decision makers*
- *identifies policy making individuals*
- 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
  - *identifies role of existing government policy*
  - *identifies existing programs for transition*
  - *organizes activity*

### **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 guidance:**

- 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 using nursing practice standards.

## **KNOWLEDGE BASED PRACTICE**

### **4. Applies a critical thinking approach to nursing**

#### **With guidance:**

- applies critical thinking strategies in developing sound clinical judgment in relation to acute variances in health
- applies creative thinking, reflective thinking and insight in relation to acute variances in health for developing sound clinical judgment

### **5. Applies nursing knowledge, including knowledge from the arts, humanities, medical sciences, and social sciences into nursing practice.**

#### **With guidance:**

- utilizes selected areas of nursing knowledge as well as knowledge from the arts, humanities, medical sciences and social sciences in response to acute variances in health
- uses selected areas of knowledge related to scope of practice and professional legislation in nursing practice

### **6. Demonstrates evidence based practice.**

#### **With guidance:**

- utilizes credible resources (research studies, experts, and others)
- examines research findings related to nursing situations
- describe 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 guidance:**

- explains the use of nursing models / theories / metaparadigms
- explores 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 guidance:**

- 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 guidance:**

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

**With minimal assistance:**

- *applies selected strategies with aggregates*
  - *participates in existing programs*

**10. Demonstrates caring relationships in professional situations.**

**With guidance:**

- recognizes how caring behaviors can influence health and healing
- *demonstrates commitment to the ideal of caring*
- recognizes the uniqueness, worth and dignity of self and others
- *demonstrates awareness and concern for individuals in the health care setting*
- 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 and colleagues 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 guidance:**

- promotes client participation, choice and control
- promotes colleague participation, choice and control

- develops partnerships with colleagues, community members, community agencies and members of other disciplines
- interacts with clients experiencing acute variations in health
- engages in inter-professional interaction

**12. Demonstrates beginning leadership, management and administrative skills.**

**With guidance:**

- 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

**With assistance:**

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

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

**With guidance:**

- anticipates the need of clients
- identifies 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
- *assists clients in decision making related to the effects of ambiguity and diversity in selected nursing situations*
- 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 guidance:**

- 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
  - identifies needed referrals
- prioritizes nursing activities

**Independently:**

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

**With guidance:**

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

## CONTEXT BASED LEARNING

### 15. Demonstrates competence with context based learning.

#### Independently:

- 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:**

Medical-Surgical Nursing textbook  
Pathophysiology textbook  
Pharmacology textbook and/or Nurses Drug guide  
Other references as needed

**REQUIRED LEARNING EXPERIENCES**

**In order to pass NURS 391, 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 an acute care setting with adults or children, and/or home care which will include nursing care of clients and families experiencing increasingly complex and more acute variances in health.
2. Coordinate safe nursing care for 2-3 clients.
3. Participate in site selected lab activities (see Map of Theoretical Labs, Clinical Labs and Clinical Seminars).
4. Use a nursing model to assess and intervene with clients and their families.
5. Participate in client and family education.
6. Collaborate with client, family, community, nurses and members of other disciplines.

**SUGGESTED OPTIONAL LEARNING EXPERIENCES (site specific)**

1. Participate in a follow through experience with a more complex client having a medical or surgical procedure.
2. Participate in discharge planning/referral from institutional settings.
  - 2.1 Liaise with home care nurse where possible.
  - 2.2 Follow up visit with client at home. May include a telephone follow up or home visit.
3. Involvement with specific projects within institutional based practice.
4. Observe and/or participate in a family conference.



## 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:
 

**A formative and written summative evaluation of Nursing Practice will be completed by the student and the tutor/preceptor.**

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.

### SUMMARY OF EVALUATION FOR SURGERY (4 SOUTH):

- |   |     |
|---|-----|
| 1. Evaluation of Nursing Practice (ENP) | 70% |
| Includes journaling                     |     |
| 2. Learning Plan                        | 30% |

### SUMMARY OF EVALUATION FOR HOME CARE:

- |   |     |
|---|-----|
| 1. Evaluation of Nursing Practice (ENP)         | 70% |
| Includes journaling, field notes, learning goal |     |
| 2. Client Profiles                              | 30% |

### Grading System:

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.

Alpha	4-point equivalent	Descriptor
A+	4.0	
A	4.0	Excellent
A-	3.7	First Class
B+	3.3	Standing
B	3.0	Good
B-	2.7	
C+	2.3	Satisfactory
C	2.0	
C-	1.7	

**These are considered passing grades in Nursing courses**

D+	1.3	Poor
D	1.0	Minimal Pass
F	0.0	Failure

**These are NOT considered passing grades in Nursing courses.**

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 Grande Prairie Regional College calendar for further details regarding the grading policy and Progression Criteria in the Bachelor of Science in Nursing program.**

### 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 in NS 3900 will be translated into a 4-point equivalent; then this number will 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.

**In order to pass NS 3910, 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 they will obtain an overall grade of no greater than D in the course. If a student receives a grade of “F” in any one of the ENP criteria it constitutes a clinical failure on the ENP, as the student has then shown unsafe, unprofessional or unethical nursing practice.**

### **Attendance:**

**Students are expected to be punctual during their clinical experience in the agency.**

Attendance and participation is expected of all students in all seminars, labs and clinical days. If you must be absent from a scheduled activity in the clinical agency, the student must contact the agency directly and also inform the instructor. **If a student misses his/her off unit experience day(s), due to illness it is their responsibility to make arrangements to make up that day.**

A student who is absent more than two clinical days in one clinical nursing course may need to make up the lost time before being allowed to continue in the program. **See GPRC 2006-2007 calendar for policy re: Clinical Progression Criteria.**

### **Professional Dress**

Students are expected to abide by the dress code of the particular agency. It is expected that all students will wear a Grande Prairie Regional College name tag at all times, including clinical areas where you may be observing (eg: OR, RR, PAC).

### **Preparation for Clinical Experience:**

It is expected that you will prepare for each clinical day by researching procedures, medical conditions, medications, surgical procedures, etc. Required psychomotor skills may also need to be reviewed prior to clinical experiences and it is an expectation that students would reflect upon their abilities and be self-directed in reviewing any previously learned skills so they are prepared to perform them in the clinical setting.

Students should be prepared to discuss their patient plan of care (including the patient priority needs, nursing diagnosis, medication profiles, any patient teaching plan etc.) with the instructor during clinical time. If a student is not adequately prepared for clinical, the instructor may request the student leave the clinical agency. This would be a decision made after considering patient safety. Students must demonstrate safe, ethical nursing practice.

The instructor, in consultation with the Chair, may immediately deny assignment of a student to, with draw a student from, or vary terms or 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 public interest. (See GPRC 2006-2007 calendar for policy re: Clinical Progression Criteria.)

### **Assignment Policy**

It is expected that ALL assignments must be completed to obtain credit in the course. Assignments are expected to be passed in at the time and place they are due. Extensions may be granted and must be negotiated with the instructor prior to the due date and with a date specified for late submissions.

A penalty of one alpha grade for each working day that an assignment is submitted after the due date will be deducted from the final mark. For example, a paper marked at B+ would receive an adjusted grade of B if handed in one day late. Late assignments are due by 4:00 p.m. and must be verified (stamped with date and time) by Nursing office personnel.

### **Important Dates:**

- November 17, 2006** Last day to withdraw with permission from second block classes in Nursing. Withdrawal from a course after this date will result in a failing grade.
- December 15, 2006** Last day of fall semester classes in Nursing

## **SURGERY ASSIGNMENTS**

### **3910- Surgical Rotation- 4 South**

#### **Learning Plan Value: 30 %**

A learning plan is the agreement between the student and the instructor specifying what the student intends to learn during the clinical experience and

- How this will be accomplished,
- The time frame for meeting the objectives
- The methods by which achievement of the objectives will be measured.

The learning plan is intended to enable the students to work through steps of assessing, planning, implementing and evaluating the learning process.

The steps of this process are:

- To provide the student with an opportunity to make an individual learning goal within the framework of the course objectives, BUT does not repeat the course objectives.
- Allows the student to determine learning objectives in view of their own perception of their strengths and areas for improvement.
- Identify strategies for meeting these goals.
- Identify a timeline to meet the goals.
- Identify an evaluation strategy to meet these goals.
- 

Students are required to submit at least **3 learning goals**, with evidence to support how the goals in the learning plan will be met. Students will develop a learning plan to explore personal learning objectives compatible with the experiences of this course.

#### **Due Date: November 10, 2006**

**Mid-term Evaluations the week of November 20-24, 2006** to evaluate their learning goals. A **mid-term** self-evaluation must be completed in consultation with the instructor.

**Final Self-evaluation** of their learning plan on **December 8, 2006** indicating whether the goals were achieved. Students must provide evidence on how they achieved these goals.

**Journal Exercise:**

Identifying critical incidents as a student in nursing education facilitates the integration of theory and practice and can assist the student to foster reflective practice and personal and professional development.

**Rules for Journaling**

- Do not breach patient confidentiality when describing a clinical incident.
- Complete a total of **three(3)** journal entries for the 7 week surgical rotation.
- Do not use this as a LOG...It is not merely an exercise to document a day in clinical

**Each Journal Entry has two parts:**

1. Using a notebook or computer the student will use one page to describe a situation and a separate page to critically reflect on the incident. The description should be several paragraphs and no longer than one page in length. The first page will be an objective documentation of the incident, what happened, what actions were taken, what outcomes occurred.

2. Reflect on the event/incident In your reflection use the following questions as a guide to your reflection.

- How did you feel about it?
- Identify key elements and issues both within the incident itself and relate it to your own attitudes and actions.
- Describe why this event was important to you and what factors influenced your or someone else's decisions/actions/feelings (such as assessments, previously learned experiences, values, beliefs, stereotypes or biases).
- Evaluate your strengths and areas needing improvement in this situation.
- Explain why you thought those areas were strong or needed improvement.
- Describe your significant learning. What would you do differently/investigate/ maintain if a similar incident should occur?
- Describe what you would teach someone else (peer/colleague) about this incident in order to improve your nursing practice.

If the student utilizes journals or texts to support their reflections use proper APA format.

**Journal Due Dates:**

**November 3**

**November 17**

**December 1**

## **HOME CARE ASSIGNMENTS**

### **NS 3910 Client Profile Guidelines**

**Demographic patient data:** Initials, age, gender.

**Medical diagnoses/pathophysiology/medications:**

- Current medical diagnoses and a brief history of illness or relevant past history,
  
- explanation of pathophysiology of major medical diagnoses  
eg: signs and symptoms or clinical manifestations of the disease, are there different variations of this type of illness? What is happening physiologically in the body? If the client has more than one major diagnosis, how do these conditions relate/affect the other? for example, diabetes and cardiovascular disease.
  
- medications: What medications are prescribed for this client? Briefly explain why this client is taking the medication. What nursing implications (eg: teaching, monitoring, assessments) are indicated for these medications?

**Nursing Diagnoses and Assessments:**

- What is the rationale for Home Care nursing visits? How often?
- What are the primary nursing diagnoses identified?
- What was assessed and observed at the visit? How does this compare to previous visits and assessments?
- What nursing interventions or treatments (assessments/monitoring) were performed at the visit? What is the rationale for these treatments (assessments)?
- What is the expected outcome of the intervention (assessment/monitoring)?
  - What action, if any, occurred after the visit? What plans are there for follow-up care on ongoing monitoring?
- What other disciplines are involved in this client's care? For what purpose?

**Two client profiles are due:**

1. Nov. 20<sup>th</sup> – 15%
2. Dec. 4<sup>th</sup> – 15%

## Reflective Journals Guidelines

### Critical Incidents/Reflection

Identifying critical incidents facilitates the integration of theory and practice. It can assist the student to foster reflective practice and personal and professional development. Critical incidences and reflection allows the student to increase their own knowledge of practice.

Journals can also be a method of communication between the student and faculty and may be used to support your self evaluation of clinical practice.

Students are required to reflect on their practice regularly in NS 3910 and **hand in 3 journal reflections.**

### Guidelines for Journaling:

1. Describe a significant event that has occurred. Write a few paragraphs and describe the event/situation, (ie: what you or someone else did as an intervention, communication, etc.) Be specific (give detail) and be as objective as possible. Include your thoughts, feelings and perceptions.
2. Reflect on the event/situation. Why was it important to you and what influenced your decisions, actions or feelings? (eg: such as assessments, previously learned experiences, values, beliefs, assumptions, stereotypes or biases).
3. Evaluate your strengths and areas needing improvement in this situation.
4. Describe significant learning for you. Would you do anything differently or maintain? What would you investigate if a similar situation should occur? What would you teach a peer/colleague about this incident to improve nursing practice?
5. Provide nursing literature/valid resources that support your conclusions. Use references as per APA guidelines at the end of the journal entry.
6. All entries are **confidential**, so do not name clients or staff. The journals are intended to be communication between student and faculty member.

**Note: Journals are not logbooks or totals of each day's events.**

### Journals due:

1. **November 13, 2006**
2. **November 27, 2006**
3. **December 8<sup>th</sup>, 2006**



**Nursing 3910**  
**Evaluation of Nursing Practice**

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

**LEVELS OF INDEPENDENCE**

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

**Nursing 3910**  
**Evaluation of Nursing Practice**

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

	A	B	C	D	F
<p><b>PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE</b></p> <p><b>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.</b></p> <p><b>Independently:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrates integrity</li> <li>▪ demonstrates responsibility and accountability</li> <li>▪ demonstrates respect for client’s values, beliefs and rights</li> </ul> <p><b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrates application of legal and ethical standards by:                             <ul style="list-style-type: none"> <li>○ practicing according to policies and procedures of host agencies and educational institution</li> <li>○ using knowledge of scope of practice and professional legislation and Code of Ethics</li> <li>○ confidentiality</li> <li>○ using informed consent</li> <li>○ preparing for clinical practice to provide safe, competent care</li> </ul> </li> <li>▪ <i>takes action on questionable orders, decisions or interventions of other health team members</i></li> <li>▪ demonstrates commitment to the values of nursing of the profession of nursing and support of professional development of colleagues                             <ul style="list-style-type: none"> <li>○ <i>protects clients’ values, beliefs and rights</i></li> </ul> </li> </ul> <p><b>2. Engages in strategies for social and political action at a beginning level</b></p> <p><b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ differentiates own values/needs/rights/obligations from values/needs/rights/obligations of others</li> <li>▪ discusses formal and informal power structures in the context of social / political action in nursing situations                             <ul style="list-style-type: none"> <li>○ recognizes vulnerable and/or marginalized clients/families</li> <li>○ <i>identifies issues of power that require investigation</i></li> </ul> </li> <li>▪ identifies nursing issues requiring social and political action                             <ul style="list-style-type: none"> <li>○ identifies programs which have arisen from social / political action</li> </ul> </li> <li>▪ discusses the role of the individual nurse in social / political action:                             <ul style="list-style-type: none"> <li>○ identifies role in existing programs</li> <li>○ empowers clients</li> <li>○ discusses client responsibilities</li> <li>○ promotes client autonomy and collaboration</li> <li>○ <i>supports client in meeting their responsibilities</i></li> </ul> </li> <li>▪ discusses the role of professional nursing organizations in social and political action                             <ul style="list-style-type: none"> <li>○ protection of public</li> <li>○ position statements</li> <li>○ <i>allocation of resources</i></li> <li>○ <i>identifies decision makers</i></li> </ul> </li> </ul>					

<ul style="list-style-type: none"> <li>○ <i>identifies policy making individuals</i></li> <li>▪ describes the planning process for engaging in social and political action             <ul style="list-style-type: none"> <li>○ identifies information to be provided to client/family</li> <li>○ identifies funding sources (re: existing programs)</li> <li>○ identifies the funding process</li> <li>○ discusses change theory</li> <li>○ identifies existing programs that address client/family needs</li> <li>○ identifies strategies and resources for social and political action</li> <li>○ <i>identifies role of existing government policy</i></li> <li>○ <i>identifies existing programs for transition</i></li> <li>○ <i>organizes activity</i></li> </ul> </li> </ul> <p><b>3. Demonstrates skills and attitudes necessary for life-long learning</b>  <b>Independently:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrates personal responsibility for learning</li> <li>▪ demonstrates an attitude of inquiry to enhance own learning related to nursing practice</li> </ul> <p>With guidance:</p> <ul style="list-style-type: none"> <li>▪ identifies strengths and limitations of own competence, seeking assistance when necessary</li> <li>▪ demonstrates an openness and receptivity to change             <ul style="list-style-type: none"> <li>○ seeks and is receptive to feedback</li> <li>○ act on feedback</li> </ul> </li> <li>• assumes primary responsibility for attaining and maintaining competence using nursing practice standards.</li> </ul>					
<p><b>KNOWLEDGE BASED PRACTICE</b></p> <p><b>4. Applies a critical thinking approach to nursing</b>  <b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ applies critical thinking strategies in developing sound clinical judgment in relation to acute variances in health</li> <li>▪ applies creative thinking, reflective thinking and insight in relation to acute variances in health for developing sound clinical judgment</li> </ul> <p><b>5. Applies nursing knowledge, including knowledge from the arts, humanities, medical sciences, and social sciences into nursing practice.</b>  <b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ utilizes selected areas of nursing knowledge as well as knowledge from the arts, humanities, medical sciences and social sciences in response to acute variances in health</li> <li>▪ uses selected areas of knowledge related to scope of practice and professional legislation in nursing practice</li> </ul> <p><b>6. Demonstrates evidence based practice.</b>  <b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ utilizes credible resources (research studies, experts, and others)</li> <li>▪ examines research findings related to nursing situations</li> <li>▪ describe the significance of research to practice (research studies, experts, and others)</li> <li>▪ identifies nursing practice problems that require investigation.</li> </ul>					

<p><b>7. Applies nursing and other relevant models/theories in the professional practice of nursing.</b>  <b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ explains the use of nursing models / theories / metaparadigms</li> <li>▪ explores models / theories from other disciplines and their application into nursing</li> <li>▪ explores the application of selected nursing models / theories into nursing practice.</li> </ul> <p><b>8. Demonstrates competence in health care informatics.</b>  <b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ uses a variety of selected information technology and other technology to support all scholarly activities and clinical practice.</li> </ul>					
<p><b>PROVISION OF SERVICE TO PUBLIC</b></p> <p>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).  <b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ applies principles and concepts of primary health care with clients and families experiencing acute variations in health</li> <li>▪ applies knowledge of health determinants in client situations</li> <li>▪ applies selected health promotion activities with individuals, families and groups             <ul style="list-style-type: none"> <li>○ develops professional skills needed for taking action (eg. teaching/learning)</li> <li>○ creates supportive environments</li> </ul> </li> </ul> <p><b>With minimal assistance:</b></p> <ul style="list-style-type: none"> <li>▪ <i>applies selected strategies with aggregates</i> <ul style="list-style-type: none"> <li>○ <i>participates in existing programs</i></li> </ul> </li> </ul> <p><b>10. Demonstrates caring relationships in professional situations.</b>  <b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ recognizes how caring behaviors can influence health and healing</li> <li>▪ <i>demonstrates commitment to the ideal of caring</i></li> <li>▪ recognizes the uniqueness, worth and dignity of self and others</li> <li>▪ <i>demonstrates awareness and concern for individuals in the health care setting</i></li> <li>▪ demonstrates caring behaviors in interpersonal activities with clients, peers and others in the health care setting</li> <li>▪ demonstrates ability to engage in caring relationships with clients and colleagues in nursing practice             <ul style="list-style-type: none"> <li>○ initiates, maintains and terminates professional relationships in a supportive manner</li> <li>○ social vs. therapeutic</li> <li>○ recognizes situations requiring client advocacy</li> </ul> </li> </ul> <p><b>11. Collaborates with clients, community agencies, community members, and members of other disciplines in a variety of settings.</b>  <b>With guidance:</b></p> <ul style="list-style-type: none"> <li>▪ promotes client participation, choice and control</li> <li>▪ promotes colleague participation, choice and control</li> <li>▪ develops partnerships with colleagues, community members, community agencies and members of other disciplines</li> <li>▪ interacts with clients experiencing acute variations in health</li> <li>▪ engages in inter-professional interaction</li> </ul>					

**12. Demonstrates beginning leadership, management and administrative skills.**

With guidance:

- 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

**With assistance:**

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

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

With guidance:

- anticipates the need of clients
- identifies 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
- *assists clients in decision making related to the effects of ambiguity and diversity in selected nursing situations*
- 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 guidance:

- 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
  - identifies needed referrals
- prioritizes nursing activities

**Independently:**

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

**With guidance:**

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

<p><b>CONTEXT BASED LEARNING</b></p>					
<p><b>15. Demonstrates competence with context based learning.</b></p> <p><b>Independently:</b></p> <ul style="list-style-type: none"> <li>▪ describe the components of context based learning             <ul style="list-style-type: none"> <li>○ self directed learning</li> <li>○ group process</li> <li>○ CBL process</li> </ul> </li> <li>▪ use the nursing process to plan nursing care for selected clients             <ul style="list-style-type: none"> <li>○ selected assessment skills</li> <li>○ problem identification</li> <li>○ outcomes</li> <li>○ interventions</li> <li>○ evaluation</li> </ul> </li> <li>▪ effectively use group process to facilitate learning of the group             <ul style="list-style-type: none"> <li>○ respect for the values and beliefs of others</li> <li>○ responsibility and accountability for the learning of the group</li> <li>○ group roles</li> <li>○ caring behaviors</li> <li>○ self directed learning</li> <li>○ influencing factors</li> </ul> </li> <li>▪ effectively use critical thinking in the group             <ul style="list-style-type: none"> <li>○ brainstorming</li> <li>○ exploring (creativity, depth, breadth and relevancy)</li> <li>○ sources of information</li> </ul> </li> <li>▪ use communication skills to enhance the context based learning processes             <ul style="list-style-type: none"> <li>○ sharing personal information</li> <li>○ articulation</li> <li>○ clarity</li> <li>○ conciseness</li> <li>○ relevancy</li> <li>○ seeking and providing opinions, information and direction</li> <li>○ receiving and giving feedback</li> </ul> </li> <li>▪ use writing skills to enhance the context based learning processes             <ul style="list-style-type: none"> <li>○ legibility</li> <li>○ appropriateness</li> <li>○ clarity</li> <li>○ conciseness</li> <li>○ relevancy</li> </ul> </li> </ul>					

**Comments:**

**Student signature:**

**Date:**

**Faculty signature:**

**Date:**

**Preceptor signature:**

**Date:**