UNIVERSITY OF ALBERTA COLLABORATIVE BACCALAUREATE NURSING PROGRAM

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

NURSING 3910

2007 – 2008 COURSE OUTLINE

Winter 2008

February 25 - April 11, 2008

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Originally developed by the Clinical Experience Development Committee
Revised by the Learning Experiences Development Committee, April 2007

Nursing 3910
Course Outline

CALENDAR STATEMENT:
NURS 3910 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 co-requisite: NURS 390.

COURSE HOURS: LEC: 0   SEM: 21   LAB: 14   CLINICAL: 182

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 3910 the nursing student will be able to:

PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE
1. **Practise within the legal and ethical standards established by the College and Association of Registered Nurses of Alberta and the Canadian Nurses Association, and according to legislated scope of practice, and provincial and federal legislation.**
   Independently:
   - demonstrate integrity
   - demonstrate responsibility and accountability
   - demonstrate respect for client's values, beliefs and rights
   With guidance:
   - demonstrate application of legal and ethical standards by:
     o practising according to policies and procedures of host agencies and educational institution
     o using knowledge of scope of practice and professional legislation and Code of Ethics
     o confidentiality
     o using informed consent
     o preparing for clinical practice to provide safe, competent care
   - *take action on questionable orders, decisions or interventions of other health team members*
   - demonstrate commitment to the values of nursing of the profession of nursing and support of professional development of colleagues:
     o *protect client's values, beliefs and rights.*

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

- ○ *allocation of resources*
- ○ *identify decision makers*
- ○ *identify policy-making individuals*
- ▪ describe the planning process for engaging in social and political action:
  - ○ identify information to be provided to client/family
  - ○ identify funding sources (re: existing programs)
  - ○ identify the funding process
  - ○ discuss change theory
  - ○ identify existing programs that address client/family needs
  - ○ identify strategies and resources for social and political action
  - ○ *identify role of existing government policy*
  - ○ *identify existing programs for transition*
  - ○ *organize activity.*

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

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

KNOWLEDGE-BASED PRACTICE
4. **Apply a critical thinking approach to nursing.**
   With guidance:
   - ▪ apply critical thinking strategies in developing sound clinical judgment in relation to acute variances in health
   - ▪ apply creative thinking, reflective thinking and insight in relation to acute variances in health for developing sound clinical judgment.

5. **Apply nursing knowledge, including knowledge from the arts, humanities, medical sciences, and social sciences into nursing practice.**
   With guidance:
   - ▪ use 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
   - ▪ use selected areas of knowledge related to scope of practice and professional legislation in nursing practice.

6. **Demonstrate evidence-based practice.**
   With guidance:
   - ▪ utilize credible resources (research studies, experts, and others)
   - ▪ examine research findings related to nursing situations

- describe the significance of research to practice (research studies, experts, and others)
- identify nursing practice problems that require investigation.

7. **Apply nursing and other relevant models/theories in the professional practice of nursing.**
   With guidance:
   - explain the use of nursing models/theories/metaparadigms
   - explore models/theories from other disciplines and their application into nursing
   - explore the application of selected nursing models/theories into nursing practice.

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

PROVISION OF SERVICE TO PUBLIC
9. **Apply concepts and principles of primary health care (accessibility of health services, use of appropriate technology, individual and community participation, increased health promotion and disease prevention, inter-sectoral collaboration).**
   With guidance:
   - apply principles and concepts of primary health care with clients and families experiencing acute variations in health
   - apply knowledge of health determinants in client situations
   - apply selected health promotion activities with individuals, families and groups:
     - develop professional skills needed for taking action (e.g., teaching/learning)
     - create supportive environments
   With minimal assistance:
   - *apply selected strategies with aggregates:*
     - *participate in existing programs.*

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

11. **Collaborate with clients, community agencies, community members, and members of other disciplines in a variety of settings.**
    With guidance:
    - promote client participation, choice and control

- promote colleague participation, choice and control
- develop partnerships with colleagues, community members, community agencies and members of other disciplines
- interact with clients experiencing acute variations in health
- engage in inter-professional interaction.

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

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

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

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

REQUIRED RESOURCES
1. Working Definitions
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 3910, 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. Where the clinical setting allows, students will co-ordinate care for 3 clients. Alternately, bearing in mind the characteristics of specific placement settings such as client acuity level, students will then co-ordinate care for 2-3 clients. The emphasis should be on learning depth and breadth and client safety.

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

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 2007-08 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)

<u>Students MUST pass the ENP in order to pass the <u>course</u></u>. **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. If a student does not pass the ENP they will obtain an overall grade of no greater than D in the course.**

<u>Attendance</u>:

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 2007-2008calendar for policy re: Clinical Progression Criteria.)**

<u>**Professional Dress**</u>
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).

<u>**Preparation for Clinical Experience:**</u>
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 2007-2008 calendar for policy re: Clinical Progression Criteria.)**

Assignment Policy

It is expected that <u>ALL</u> 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 <u>may</u> 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 <u>must be verified</u> (stamped with date and time) <u>by Nursing office personnel</u>. **If students submit assignment electronically, the student is responsible to determine that the assignment has been received.**

Important Dates:

March 20, 2008	Last day to withdraw with permission from second block classes in Nursing. Withdrawal from the course after this date will result in a failing grade.
March 21, 2008	GOOD FRIDAY – no classes
April 11, 2008	Last day of winter semester classes in Nursing. Classes and all course requirements are completed 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 anevaluation strategy to meet these goals. □
-

Students are required to submit at least **2 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: March 7, 2008

       Mid-term Evaluations the week of March 17 to 21 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 **April 10 , 11, 2008** 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 **two (2)** 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
- Be prepared to share one of your Journal entries.

Each Journal Entry has two parts:

1. Using a notebook or computer the student will use <u>one page</u> to describe a situation and <u>a separate page</u> 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

March 14,
March 21,
March 28

Please submit assignments to the instructor at the beginning of clinical or via email to dmacintyre@gprc.ab.ca or in the drop box in from of the Nursing Office.

HOME CARE ASSIGNMENTS

NS 3910   Client Profile Guidelines

Demographic patient data: Initials, age, gender, relevant past history and a brief history of current illnesses.

Medical diagnoses/pathophysiology/medications:

● Current medical diagnoses.
● Explanation of pathophysiology of major medical diagnoses with integration of the client's current symptoms.
eg: signs and symptoms or clinical manifestations of the disease is the client currently experiencing or has experienced in the past but are now under control? 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 (name, dose and frequency)? 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? (For example: BP 140/80, P- 80 and irregular, breath sounds – crackles heard bilaterally at bases.) 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.   March 10, 2008 – 15%
2.   March 24, 2008 – 15%

Please submit assignments via Digital Drop Box on Blackboard by 1800 on the due date. (remember to "send" file in Drop Box).

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 <u>objective</u> 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 <u>and</u> 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. **March 3, 2008**
2. **March 17, 2008**
3. **March 31, 2008**

Please submit journals via Digital Drop Box on Blackboard by <u>1800</u> on the due date.

<u>**Nursing 3910**</u>
<u>**Evaluation of Nursing Practice**</u>

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 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. If a student does not pass the ENP they will obtain an overall grade of no greater than D in the course.

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

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

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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

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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

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
PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE					
1. Practise within the legal and ethical standards established by the College and Association of Registered Nurses of Alberta and the Canadian Nurses Association, and according to legislated scope of practice, and provincial and federal legislation. **Independently:** ▪ demonstrate integrity ▪ demonstrate responsibility and accountability ▪ demonstrate respect for client's values, beliefs and rights **With guidance:** ▪ demonstrate application of legal and ethical standards by: 　○ practise according to policies and procedures of host agencies and educational institution 　○ use knowledge of scope of practice and professional legislation and Code of Ethics 　○ confidentiality 　○ use informed consent 　○ prepare for clinical practice to provide safe, competent care ▪ *take action on questionable orders, decisions or interventions of other health team members* ▪ demonstrate commitment to the values of nursing of the profession of nursing and support of professional development of colleagues: 　○ *protect clients' values, beliefs and rights.*					
2. Engage in strategies for social and political action at a beginning level. **With guidance:** ▪ differentiate own values/needs/rights/obligations from values/needs/rights/obligations of others ▪ discuss formal and informal power structures in the context of social/political action in nursing situations: 　○ recognize vulnerable and/or marginalized clients/families 　○ *identify issues of power that require investigation* ▪ identify nursing issues requiring social and political action: 　○ identify programs which have arisen from social/political action ▪ discuss the role of the individual nurse in social/political action: 　○ identify role in existing programs 　○ empower clients 　○ discuss client responsibilities 　○ promote client autonomy and collaboration 　○ *support client in meeting their responsibilities* ▪ discuss the role of professional nursing organizations in social and political action: 　○ protection of public 　○ position statements 　○ *allocation of resources* 　○ *identify decision makers*					

○ *identify policy-making individuals*
  ▪ describe the planning process for engaging in social and political action:
     ○ identify information to be provided to client/family
     ○ identify funding sources (re: existing programs)
     ○ identify the funding process
     ○ discuss change theory
     ○ identify existing programs that address client/family needs
     ○ identify strategies and resources for social and political action
     ○ *identify role of existing government policy*
     ○ *identify existing programs for transition*
     ○ *organize activity.*
 	
3. Demonstrate skills and attitudes necessary for life-long learning.
  Independently:
  ▪ demonstrate personal responsibility for learning
  ▪ demonstrate an attitude of inquiry to enhance own learning related to nursing practice
  With guidance:
  ▪ demonstrate the ability to develop informal (verbal) focused learning goals based on personal and/or client needs
  ▪ identify strengths and limitations of own competence, seeking assistance when necessary
  ▪ demonstrate an openness and receptivity to change:
     ○ seek and be receptive to feedback
     ○ act on feedback
  • assume primary responsibility for attaining and maintaining competence using nursing practice standards.				

KNOWLEDGE-BASED PRACTICE
4. Apply a critical thinking approach to nursing.
  With guidance:
  ▪ apply critical thinking strategies in developing sound clinical judgment in relation to acute variances in health
  ▪ apply creative thinking, reflective thinking and insight in relation to acute variances in health for developing sound clinical judgment.
 	
5. Apply nursing knowledge, including knowledge from the arts, humanities, medical sciences, and social sciences into nursing practice.
  With guidance:
  ▪ utilize 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
  ▪ use selected areas of knowledge related to scope of practice and professional legislation in nursing practice.
 	
6. Demonstrate evidence-based practice.
  With guidance:
  ▪ utilize credible resources (research studies, experts, and others)
  ▪ examine research findings related to nursing situations
  ▪ describe the significance of research to practice (research studies, experts, and others)
  ▪ identify nursing practice problems that require investigation.				

7. **Apply nursing and other relevant models/theories in the professional practice of nursing.**
   With guidance:
   - explain the use of nursing models/theories/metaparadigms
   - explore models/theories from other disciplines and their application into nursing
   - explore the application of selected nursing models/theories into nursing practice.

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

PROVISION OF SERVICE TO PUBLIC
9. **Apply concepts and principles of primary health care (accessibility of health services, use of appropriate technology, individual and community participation, increased health promotion and disease prevention, intersectoral collaboration).**
   With guidance:
   - apply principles and concepts of primary health care with clients and families experiencing acute variations in health
   - apply knowledge of health determinants in client situations
   - apply selected health promotion activities with individuals, families and groups:
     - develop professional skills needed for taking action (e.g., teaching/learning)
     - create supportive environments
   With minimal assistance:
   - *apply selected strategies with aggregates:*
     - *participate in existing programs.*

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

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

12. Demonstrate beginning leadership, management and administrative skills.
    With guidance:
- use effective time management strategies in coordinating client care
- describe leadership and management roles and competencies
- use decision-making processes
- effectively lead a small group
- perform an accurate appraisal of self and others
- effectively follow quality and risk management processes to enhance nursing practice

With assistance:
- apply principles of delegation (right: task, circumstance, person, direction, supervision).

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

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

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

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

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

Comments:

Student signature: **Date:**

Faculty signature: **Date:**