NORTHWESTERN POLYTECHNIC

Department of Nursing Education & Health Studies

COURSE OUTLINE – Winter II 2023

NS3250 (BC1, BC2, BC3, BC4; L3, L4): Advanced Acute Care Nursing Practice II
6 (0-0-2) 204 Hours/6 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

Instructors:	**Kim Staples RN, MSN, CHSE** (Course Lead)	**Sherry Willett RN, BN CNCC(C)**	**Alise Rombs RN, BScN**	**Julie Reeme RN, BN**
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Please allow 2 business days for a response. Professional & respectful communication is expected.				

NOTE: Students are expected to familiarize themselves with this course outline, the Nursing department student handbook and the myClass page.

CALENDAR DESCRIPTION:
Advanced Acute Care Nursing Practice II builds on and consolidates concepts and intentional learning from NS2210, NS2250 NS3210. Labs, lab preparation and clinical experiences focus on integrating prior learning to move towards providing comprehensive patient and family centered care. Nursing practice clinical experiences will consolidate learning and advance clinical decision making in a variety of acute care settings.

PREREQUISITE(S)/COREQUISITE: NS2160, NS2240, NS2250 and NS3210

REQUIRED TEXT/RESOURCE MATERIALS:

All foundation and previous textbooks will be used a reference throughout the program and this course. Please retain your copies as they will be required resources.

Required Resources

DELIVERY MODE(S): Attend On Campus, In-person (Lab) & off campus Clinical

COURSE OBJECTIVES:

1. Demonstrate safe, ethical and collaborative practice with adult patients in acute care settings.
2. Demonstrate interprofessional collaboration competencies.
3. Demonstrate integration of evidence-informed knowledge from previous and concurrent nursing courses in the clinical/lab/ simulation setting.
4. Demonstrate clinical reasoning, application of the nursing process and implementation of a plan of care for adult patients in acute care settings.
5. Demonstrate professional and therapeutic communication skills
6. Demonstrate documentation and communication of assessments and nursing care in accordance with nursing practice standards.

GUIDING CONCEPTS:

Professional Identity, Clinical judgement, Ethics, Collaboration, Technology & Informatics.

Demonstrating Application in Clinical Practice Related Concepts:
Development, Functional Ability, Family Dynamics, Culture, Spirituality Adherence, Self-Management, Fluid and Electrolytes, Acid - Base Balance, Thermoregulation, Sleep, Cellular Regulation, Intracranial regulation, Hormonal Regulation, Glucose Regulation, Nutrition, Elimination, Perfusion, Gas Exchange, Clotting, Reproduction, Sexuality, Immunity, Inflammation, Infection, Mobility, Tissue Integrity, Sensory Perception, Pain, Fatigue, Stress, Coping, Mood and Affect, Anxiety, Cognition, Psychosis, Addiction, Interpersonal Violence, Leadership, Safety, Evidence, Health Care Quality, Health Care Disparities (Equity), Health, Nursing

Nursing Intervention Related Concepts:
Caregiving, Care Coordination, Palliative Care

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page http://www.transferalberta.ca.

** 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**

EVALUATIONS:

Students must receive an overall minimum of C- *in the Graded components, **as well** as a* PASS *in the clinical portion to receive credit for NS 3250*

Assignment/ Course Component	Due Date	Weight	Course Objective Number
Safe medicate	Completed in Winter 1	Pass/fail	4,
Lab Quizzes	March 1,8,15,22,29	35%	3,4,
Discussion Forum #1 Discussion Forum #2	March 3-12, 2023 March 24- April 2, 23	20%	1,2,3,5
Lab Participation	April 7, 2023	10%	3,4,
Final Exam	April 5, 2023	35%	1,3,4,
CAT	Specific Clinical Schedule	Pass/Fail.	1,4,

 SafeMedicate Exam

Students must pass all modules of SafeMedicate with a minimum of 90% in order to continue in clinical. This will be done during the first week of classes.

Students will have a total of 3 attempts to complete this exam. An unsuccessful third attempt will result in a failure in the course.

The Modules tested include: FNS Essential skills, FNS Advanced Skills**: Bodyweight-Based Calculations & FNS Advanced Skills: Injectable Medicines Therapy**

Assignment Descriptions

1. **Weekly Lab Quizzes-**

   At the start of each lab class students will complete a short, closed book lab quiz. The quiz will cover content from the lab preparation guiding questions, readings and other activities outlined on the d2l page. Question format could be multiple choice, select all that apply, fill in the blank or case study format.

2. **Lab Participation:**

Attendance in all lab classes is expected. Students will come prepared as they would to clinical and as per the student handbook. Participation in simulation activities is strongly encouraged. Student performance in simulation is not evaluated. Students are encouraged to participate in at least one simulation in the role of active participant. All students will be evaluated in the participation in prebriefing activities, how students conduct themselves during the implementation of the simulation and debriefing.

Rubric for the lab participation is included in the appendix of the course outline.

3. On Line Discussion Forums:

Students will participate in the 2 online forums. The purpose of these forums is to provide an opportunity for discussion and deepen learning about issues in healthcare. Each forum will be available for 10 days. Instructions for the forum will be provided on the myClass page. Students are encouraged to ensure they are following the instructions by posting an initial post by the date specified. Students are encourage to deepen discussion by responding to at least 2 of their peers' posts and then continuing with the discussion by closing date of the forum. A rubric has been provided for you on the myClass page.

Rubric for the discussion forum is included in the appendix of the course outline.

4. Final Exam

The final exam for this course will focus on learnings from labs, readings and recorded content. The exam will be completed online during class time on **April 5, 2023**. You will be provided an NWP laptop to complete the exam. The exam will consist of multiple choice questions, select all that apply, matching, ordering & new generation NCLEX style questions.

5. Clinical Assessment Tool- CAT (Pass/Fail)

*Students must receive a **PASS** in all sections of the CAT (Clinical Assessment Tool) to pass the clinical section of the course*

A formative assessment of nursing practice will be completed by the student and instructor midway through the course. This will be accomplished through observation, assessment, and evaluation of the student in various activities. Feedback may be supplemented with input from peers, the staff of the agency, and the clients. The instructor will provide the student with a formative verbal or written evaluation at the midpoint of the course and a summative written final evaluation at the end of the course.

At midterm students who receive an ", Failure, At Risk or below average" in any of the indicators on the Clinical Assessment Tool will develop a Learning Support Plan in collaboration with their Clinical Instructor. Students must successfully meet the requirements of the Learning Support Plan

by the agreed upon date. At "final", students must achieve a "PASS" on all areas of the Clinical Assessment Tool in order to successfully complete NS 3250.

The CAT is available to edit on the myClass page as well as a copy in the appendix of this course outline.

Other Learning Activities

Recorded Lectures:

Content of the course material has been summarized in recorded lectures and posted power points. The lectures are not to replace the required laboratory readings or preparation material but to enhance the material covered.

Patient Research:

It is expected that students come prepared to the assigned clinical shifts with completed patient research. In an effort to ensure safe patient care students will be able to access the patient chart a day prior to the first clinical shift. Students will arrive to the unit professionally dressed with NWP identification to complete patient research. For example: clinical shift is scheduled for Monday, you will arrive to the unit on Sunday to prepare for your patient.

Instructors will review what is expected for patient research and times that the patient assignments will be posted on the specific units. Instructors have the discretion to remove you from the clinical unit should you not be prepared to practice safe patient care.

Post Conferences:

At the end of the clinical day groups will meet in HEC in a private room to conclude the clinical shift. This is a time for students to reflect and analyze the events of the day. Post clinical conferences are confidential discussions in which students are able to share experiences, thoughts and emotions from the shift. This is an opportunity for instructors to also clarify any questions or issues that have come up through the day.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66

A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week/Dates	Lab	Clinical
Feb 27 - March 5	Course/clinical Orientation Triage	As per schedule
March 6-12	Simulation infection, inflammation	As per schedule
March 13-19	Simulation Cardiac Perfusion	As per schedule
March 20-26	Simulation thermoregulation, tissue integrity, electrolyte imbalances	As per schedule
March 27-April 2	Simulation intracranial regulation, gas exchange, perfusion	As per schedule
April 3-7	Final Exam	As per schedule

STUDENT RESPONSIBILITIES:

As a student at NWP, you have rights and responsibilities. It is your responsibility to be familiar with the information contained in this Course Outline and the BScN student handbook and to clarify any areas of concern with the instructor. It is also your responsibility to be familiar with NWP Policies. Please take the time to familiarize yourself with the policies that might impact you while you are here:

- NWP Department of Nursing Education & Health Studies Handbook https://www.nwpolytech.ca/BScN Handbook
- NWP Policies: Northwestern Polytechnic administrative/academic policies
- NWP Students Rights & Responsibilities Policy: Students Rights & Responsibilities Policy

This course outline acts as an agreement between the student and the instructor of this class regarding the details of the course. If there are differences in wording about grading between the course outline and the information posted on myClass or gradebook the wording in the course outline is the official document.

Due to the ongoing COVID global pandemic and the potential of unanticipated public health requirements, course components may be shifted from the originally stated modality within the semester to accommodate completion of course objectives. All attempts will be made to ensure student progression is not affected, wherever possible.

Policy about course outlines can be found under the Course Requirements, Evaluation Procedures and Grading in the [NWP Academic Policies](#)

NWP is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the Polytechnic in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Students are responsible for the legitimate access and academic integrity in using any online resources such as extra exam-like questions and learning activities, including appropriate distribution according to NWP Policies. Any questions related to use of online or electronic study resources should be forwarded to the course instructor.

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Fitness to Practice

As health profession students it is important to assess your individual fitness to practice prior to and during each clinical course as part of your professional responsibility.

Please review the [CRNA Requisite Skill List](#).

If you have concerns about your Fitness to Practice, contact your Course Lead and the Clinical Placement Coordinator.

Clinical practice preparation

Professional responsibility for nursing students includes clinical practice preparation related to evidence-informed practice and patient safety. Preparation includes appropriate understanding, synthesis, and integration of relevant knowledge. The clinical instructor, in conjunction with the clinical site, will identify appropriate timeframes for students to access patient records.

In order to be adequately prepared for clinical experiences, students will participate in activities outside of their scheduled clinical course hours. Activities can include the following: specific clinical patient preparation, clinical site orientation, medication systems orientation, Safe Medicate Exam, patient health record review and review of textbook and relevant evidence-informed articles.

Clinical practice preparation is required in addition to direct course hours. Students who are not adequately prepared to provide safe and competent patient care will not participate in clinical activities.

All students and instructors have obligations under the [Alberta Health Information Act (2020)](#) and [Alberta Electronic Health Record Regulation (2018)](#) related to the "collection, use, disclosure, and security of health information that protects the privacy and confidentiality of individuals and their health information" (CRNA 2020, [Privacy & Management of Health Information Standards](#), p. 2). Students are accountable for ensuring that they follow all relevant privacy legislation and policies, and understand the privacy requirements that apply to their nursing practice. Secure access and handling of health information, along with mandatory reporting of potential or actual breaches are required of students and faculty.

Attendance:

Attendance for all lectures, labs and clinical is expected. Absences will jeopardize overall clinical performance and success in the course and may result in a Failure.

Absences from clinical may result in the instructor being unable to effectively evaluate the student's clinical performance resulting in a Fail. Students must pass the CAT for success in the course.

Academic Misconduct:

Academic misconduct in all its forms is a serious offence.

Academic misconduct is the giving, taking, or presenting of information or material that unethically or dishonestly aids oneself or another on any work which, under normal circumstances, is to be considered in the determination of a grade or the compilation of academic requirements or the enhancement of that student's record or academic career. The two key areas of academic misconduct are plagiarism and cheating. Please read the definitions that follow.

Plagiarism:

The use of close imitation of language, paintings, films, prototypes and ideas of another author and representation of them as one's own original work. The most common forms of plagiarism are: copying or paraphrasing another author's work without proper acknowledgement, using the ideas or lines of reasoning of another author's work without proper acknowledgement, submitting work to which someone else has made substantial improvements to the content, and submitting the same work for multiple courses without approval. Plagiarism can be judged to have occurred if the instructor has both the submitted material and original source that was copied, or if the student is unable to explain the terminology or ideas of a submission.

Late Assignment Policy:

To obtain credit in the course ALL assignments, examinations, and quizzes must be completed. Students are expected to make every effort to complete assignments on time. Assignment submissions are expected on the date determined by faculty. If extensions are necessary, they may be requested up to 48 hours prior to the assignment due date and should be submitted in writing to the faculty member

involved. Not all extensions will be granted. In exceptional situations, extension requests within the 48-hour period may be considered. Late assignments will have 5% of total marks (or one letter grade) for the assignment deducted for each day/partial day (including weekend days) beyond the due time. For example, a paper marked at B+ would receive an adjusted grade of B if handed in one day late. After 5 days, a grade of 0 will be awarded to the assignment. If the late penalty places the grade below the necessary pass grade, students will be unsuccessful in the course. When submitting assignments electronically, it is the student's responsibility to ensure the assignment has been received. Papers/assignments may not be rewritten for a higher grade. Concerns regarding grading are to be discussed with the faculty member involved.

Required Supplies
Clean NWP scrubs and uniforms as per student handbook.
Appropriate clean indoor footwear,

Health & Safety Requirements
Students are required to complete all Health and Safety requirements for each clinical course prior to orientation at the clinical site. These requirements are referenced in the NWP Nursing Student handbook. NWP BScN Student Handbook
Please contact the NWP Nursing office or your instructor as soon as possible should you anticipate any difficulties meeting the deadline.

APPENDIX

Lab Participation Rubric

	3	2	1	0
Attendance/ Punctuality	Student is always on time, dressed appropriately.	Student is late to class occasionally, dressed not appropriately	Student is always late for class, never prepared for lab.	Does not attend lab or has missed more than 2 classes. Does not come prepared for lab .
Preparation and Engagement	Student attends lab prepared, Actively engages in debriefing discussion, providing insightful generation of new ideas encouraging of others to engage in discussion Provides constructive feedback for improvement of self and others.	Student is prepared most of the time. Engages in debriefing discussion with direction and provides new ideas. Is able to provide constructive feedback for improvement of self and others with direction	Student attends lab prepared inconsistently. Only engages in discussion when called upon. There is little demonstration of thought provoking ideas or discussion. Poorly provides feedback for improvement of self and others.	If attends lab does not participate in simulation activities.
Professionalism	Professional at all times, respectful of peers	Professional in group and respectful of peers.		Lack of respect and professionalism.

Discussion Forum Rubric

	Excellent (5)	Good (4)	Average (3)	Below Average(2)	Poorly done (1) or Not Included. (0)
Relevance of initial Post	Initial Post is exceptionally well written, comprehensive and insightful. Ideas and thoughts are original and unique. The post generates new thought and critical thinking. Strong connections to theoretical content and application of concepts. Responds to comments of initial post in a professional manner, engages dialogue on the topic. Meets the minimum criteria.	Initial Post is well written, comprehensive and insightful generates some new ideas critical thinking. There is a connection to theoretical content and application of concepts. Responds to comments of initial post in a professional manner, engages dialogue on the topic. Meets the minimum criteria.	Initial Post is adequately well written, generates new thought and critical thinking. There is an attempt to make connections to theoretical content and application of concepts. Responds to comments of initial post in a professional manner, engages dialogue on the topic. Meets the minimum criteria.	Initial Post is not well written, ideas are vague and there is little generation of new thought and critical thinking. Poor connections to theoretical content and application of concepts. Responds to comments of initial post in a professional manner, engages dialogue on the topic.	Does not include an initial post, There is no connection to theoretical content or application of ideas. Does not Respond to comments of initial post in a professional manner, engages dialogue on the topic. Fails to Meets the minimum criteria.
Contribution to learning	Responds to 2 peers' initial posts with professional language, engaging in critical thinking and challenging ideas. Generates more discussion and ideas. Is professional when engaging with peers		Responds to 1 peers' initial posts with professional language, engaging in critical thinking and challenging ideas. Generates more discussion and ideas.		Does not respond to initial posts with professional language, engaging in critical thinking and challenging ideas. Fails to generates more discussion and ideas.

			Is somewhat professional in dialogue.		Is not professional in dialogue
Quality	Professional nursing language, excellent use of academic resources. Consistent APA referencing no errors Postings done on time No spelling or grammatical errors	Professional language, some use of academic resources. Consistent APA referencing, min errors Most Postings completed on time Minimal spelling or grammatical errors	Professional nursing language, min use of academic resources. Inconsistent APA referencing, few errors Some Postings done on time A few spelling or grammatical errors	Professional nursing language, a few academic resources used. Inconsistent APA referencing A few Postings done on time Multiple spelling or grammatical errors	NO Professional nursing language Failure to include any academic resources, APA referencing No postings done on time Multiple spelling or grammatical errors

Clinical Evaluation Tool CAT

Student: Student ID #:	Clinical Instructor: Date:
Clinical Agency:	Days absent/sick ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐
Dates of Clinical:	**PASS:** ☐ **FAIL:** ☐

Descriptors:

Above Average: *Exceeds most expectations/competencies consistently. Student requires little clarification, prompting, and confirmation throughout the term.*
Average: *Meets most expectations/competencies majority of the time. Student requires minimal direction and information pre-midterm. By the end of the term they only require clarification, prompting, and confirmation.*
Below Average: *Meets expectations/competencies by the end of the course. Student meets some expectations early and others later; average student that requires frequent direction and information pre-midterm. By the end of the term they only require clarification, prompting, and confirmation.*
Failure: *Does not meet all expectations/competencies as required on the Clinical Assessment Tool.*

A Pass on the Clinical Assessment Tool requires an achievement of a PASS in each of the nine headings. The clinical instructor determines if the student has met

Progress: Levels of independence	Description
Beginning of term: With Guidance ↓ End of Term: With *Minimal* guidance	Beginning of term: The student requires clarification, prompting, and confirmation ↓ End of term: The student requires *occasional* clarification, prompting, and confirmation

Consistent Growth throughout the term is expected in each of the nine competencies.

Levels of Independence

*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.

Behaviour Indicators (related to levels of independence)

The following behaviour indicators describe levels of student performance ability. The list is ranked from least independent to most independent behaviour indicators for students.

Direction: follows step by step instruction (i.e. steps of a dressing change)

Information: The faculty member provides the student with specific learning content.

Clarification: thinks about and acts upon instructor-led critical questioning and discussion demonstrating clear understanding of the required knowledge. Student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base.

Prompting: thinks about and acts upon instructor cues/prompts demonstrating breadth and depth of knowledge (i.e. Instructor question style cue: "Can you elaborate?" or a behavioral cue: "Show me where to find the appropriate supplies/relevant policy")

Confirmation: verifies the accuracy of knowledge (i.e. Student has completed the preparation of a secondary IV medication and is now correctly reviewing the completed work with instructor before proceeding with medication administration)

Consultation: engages in discussion(s) with instructor or field guide/preceptor to share information, seek direction and/or ask questions.
(i.e. Student has completed a suicide assessment according to facility policy, appropriately interacted with care team and is considering the next steps of client care)

Occasional: Indicates that input is provided by faculty now and then

CRNA Entry-Level Competencies

The nine headings on the Clinical Assessment Tool are based on the CRNA entry-level competencies for the practice of registered nurses (CRNA, 2019). The indicators and competencies have been levelled across all four years of the BScN Northwestern Polytechnic.

Clinician: *Registered nurses are clinicians who provide safe, competent, ethical, compassionate, and evidence-informed care across the lifespan in response to client needs. Registered nurses integrate knowledge skills, judgment and professional values from nursing and other diverse sources into their practice.*	**Instructor Feedback**
1.1 Provides safe, ethical, competent, compassionate, client-centred and evidence-informed nursing care across the lifespan in response to client needs	Choose an item.

1.2 Conducts a holistic nursing assessment to collect comprehensive information on client health status.	Choose an item.
1.4 Analyses and interprets data obtained in client assessment to inform ongoing decision-making about client health status.	Choose an item.
1.5 Develops plans of care using critical inquiry to support professional judgment and reasoned decision-making.	Choose an item.
1.6 Evaluates effectiveness of plan of care and modifies accordingly	Choose an item.
1.7 Anticipates actual and potential health risks and possible unintended outcomes	Choose an item.
1.8 Recognizes and responds immediately when client safety is affected.	Choose an item.
1.9 Recognizes and responds immediately when client's condition is deteriorating.	Choose an item.
1.10 Prepares clients for and performs *procedures*, treatments, and follow up care.	Choose an item.
1.11 Applies knowledge of pharmacology and principles of safe medication practice.	Choose an item.
1.12 Implements evidence-informed practices of pain prevention, manages client's pain, and provides comfort through pharmacological and non-pharmacological interventions.	Choose an item.
1.13 Implements *therapeutic nursing interventions* that contribute to the care and needs of the client.	Choose an item.
1.14 Provides nursing care to meet *palliative care* and end-of-life care needs.	Choose an item.
1.17 Incorporates knowledge of epidemiological principles into plans of care.	Choose an item.
1.19 Incorporates mental health promotion when providing nursing care.	Choose an item.
1.21 Incorporates knowledge from the health sciences, including anatomy, physiology, pathophysiology, psychopathology, pharmacology, microbiology, epidemiology, genetics, immunology, and nutrition.	Choose an item.
1.22 Incorporates knowledge from nursing science, social sciences, humanities, and health-related research into plans of care.	Choose an item.
1.23 Uses knowledge of the impact of evidence-informed registered nursing practice on client health outcomes.	Choose an item.
1.25 Uses strategies to promote wellness, to prevent illness, and to minimize disease and injury in clients, self, and others.	Choose an item.
1.26 Adapts practice in response to the spiritual beliefs and cultural practices of clients.	Choose an item.

1.27 Implements evidence-informed practices for infection prevention and control.	Choose an item.

Student Comments:

    Midterm:

    Final:

Instructor Comments:

Professional: *Registered nurses are professionals who are committed to the health and well-being of clients. Registered nurses uphold the profession's practice standards and ethics and are accountable to the public and the profession.* **All competencies in this section must be demonstrated Independently.**	**Instructor Feedback**
2.1 Demonstrates accountability, accepts responsibility, and seeks assistance as necessary for decisions and actions within the legislated scope of practice.	Choose an item.
2.2 Demonstrates a professional presence, and confidence, honesty, integrity, and respect in all interactions. • Is accountable for own actions.	Choose an item.
2.3 Exercises professional judgment when using agency policies and procedures, or when practicing in their absence.	Choose an item.
2.4 Maintains client privacy, confidentiality, and security by complying with legislation, practice standards, ethics, and organizational policies.	Choose an item.
2.5 Identifies the influence of personal values, beliefs, and positional power on clients and the health-care team and acts to reduce bias and influences.	Choose an item.
2.6 Establishes and maintains professional boundaries with clients and the healthcare team.	Choose an item.
2.7 Identifies and addresses ethical (moral) issues using ethical reasoning, seeking support when necessary.	Choose an item.
2.8 Demonstrates professional judgment to ensure social media and information and communication technologies (ICTs) are used in a way that maintains public trust in the	Choose an item.

profession.	

2.9 Adheres to the self-regulatory requirements of jurisdictional legislation to protect the public by:
    a. assessing own practice and individual competence to identify learning needs,
    b. developing a learning plan using a variety of sources,
    c. seeking and using new knowledge that may enhance, support, or influence competence in practice, and
    d. implementing and evaluating the effectiveness of the learning plan and developing future learning plans to maintain and enhance competence as a registered nurse.
	Choose an item.

2.10 Demonstrates fitness to practice.	Choose an item.
2.12 Recognizes, acts on, and reports unprofessional conduct to the appropriate person, agency or professional body.	Choose an item.
2.13 Recognizes, acts on, and reports harmful incidences, near misses, and no harm incidences.	Choose an item.
2.14 Recognizes, acts on, and reports actual and potential workplace and occupational safety risks.	Choose an item.

Student Comments:
   Midterm:
 	
   Final:	

Instructor Comments:	
Communicator: *Registered nurses are communicators who use a variety of strategies and relevant technologies to create and maintain professional relationships, share information, and foster therapeutic environments.*	**Instructor Feedback**
3.1 Introduces self to clients and health-care team members by first and last name, and professional designation (protected title).	Choose an item.
3.2 Engages in active listening to understand and respond to the client's experience, preferences, and health goals.	Choose an item.

3.3 Uses evidence-informed communication skills to build trusting, compassionate, and therapeutic relationships with clients.	Choose an item.
3.4 Uses conflict resolution strategies to promote healthy relationships and optimal client outcomes.	Choose an item.
3.5 Incorporates the process of relational practice to adapt communication skills.	Choose an item.
3.6 Uses information and communication technology (ICT's) to support communication.	Choose an item.
3.7 Communicates effectively in complex and rapidly changing situations.	Choose an item.
3.8 Documents and reports clearly, concisely, accurately, and in a timely manner.	Choose an item.

Student Comments:
    Midterm:

    Final :

Instructor Comments:

Collaborator: *Registered nurses are collaborators who play an integral role in the health-care team partnership.*	**Instructor Feedback**
4.1 Demonstrates collaborative professional relationships.	Choose an item.
4.2 Initiates collaboration to support care planning and safe, continuous transitions from one health-care facility to another, or to residential, community or home and self-care.	Choose an item.
4.3 Determines their own professional and interprofessional role within the team by considering the roles, responsibilities, and the scope of practice of others.	Choose an item.
4.4 Applies knowledge about the scopes of practice of each regulated nursing designation to strengthen intraprofessional collaboration that enhances contributions to client health and well-being.	Choose an item.
4.5 Contributes to health-care team functioning by applying group communication theory, principles, and group process skills.	Choose an item.

Student Comments:	
Midterm:	
Final:	

Instructor Comments:

Coordinator: *Registered nurses coordinate point-of-care health service delivery with clients, the health-care team, and other sectors to ensure continuous, safe care.*	**Instructor Feedback**
5.1 Consults with clients and health-care team members to make ongoing adjustments required by changes in the availability of services or client health status.	Choose an item.
5.2 Monitors client care to help ensure needed services happen at the right time and in the correct sequence.	Choose an item.
5.3 Organizes own workload, sets priorities, and demonstrates effective time management skills.	Choose an item.
5.4 Demonstrates knowledge of the assignment and supervision process.	Choose an item.
5.5 Participates in decision-making to manage client transfers within health-care facilities	Choose an item.
5.7 Prepares clients for transitions in care.	Choose an item.
5.8 Prepares clients for discharge and provides necessary discharge education.	Choose an item.
5.9 Participates in emergency preparedness and disaster management.	Choose an item.
Student Comments:	
Midterm:	
Final:	
Instructor Comments	

Leader: *Registered nurses are leaders who influence and inspire others to achieve optimal health outcomes for all.*	Instructor Feedback
6.1 Applies knowledge of the Calls to Action of the Truth and Reconciliation Commission of Canada.	Choose an item.
6.2 Integrates continuous quality improvement principles and activities into nursing practice.	Choose an item.
6.3 Participates in innovative client-centred care models.	Choose an item.
6.4 Participates in creating and maintaining a healthy, respectful, and psychologically safe workplace.	Choose an item.
6.5 Recognizes the impact of organizational culture and acts to enhance the quality of a professional and safe practice environment.	Choose an item.
6.6 Demonstrates self-awareness through reflective practice and solicitation of feedback.	Choose an item.
6.7 Takes action to support culturally safe practice environments.	Choose an item.
6.8 Uses and allocates resources wisely.	Choose an item.
6.9 Provides constructive feedback to promote professional growth of other members of the health-care team.	Choose an item.
6.10 Demonstrates knowledge of the health-care system and its impact on client care and professional practice.	Choose an item.
6.11 Adapts practice to meet client care needs within a continually changing health-care system.	Choose an item.

Student Comments:
    Midterm:
 	
    Final:	

Instructor Comments:	

Advocate: *Registered nurses are advocates who support clients to voice their needs to achieve optimal health outcomes. Registered nurses also support clients who cannot advocate for themselves.*	**Instructor Feedback**
7.1 Recognizes and takes action in situations where client safety is actually or potentially compromised.	Choose an item.
7.2 Resolves questions about unclear orders, decisions, actions, or treatment.	Choose an item.
7.4 Advocates for health equity for all, particularly for vulnerable and/or diverse clients and populations.	Choose an item.
7.5 Supports environmentally responsible practice.	Choose an item.
7.6 Advocates for safe, competent, compassionate and ethical care for clients.	Choose an item.
7.7 Supports and empowers clients in making informed decisions about their health care, and respects their decisions.	Choose an item.
7.8 Supports healthy public policy and principles of social justice.	Choose an item.
7.9 Assesses that clients have an understanding and ability to be an active participant in their own care, and facilitates appropriate strategies for clients who are unable to be fully involved.	Choose an item.
7.10 Advocates for client's rights and ensures informed consent, guided by legislation, practice standards, and ethics.	Choose an item.
7.11 Uses knowledge of population health, determinants of health, primary health care, and health promotion to achieve health equity.	Choose an item.
7.12 Assesses client's understanding of informed consent, and implements actions when client is unable to provide informed consent.	Choose an item.
7.13 Demonstrates knowledge of a substitute decision maker's role in providing informed consent and decision-making for client care.	Choose an item.
7.14 Uses knowledge of health disparities and health inequities to optimize health outcomes for all client.	Choose an item.
Student Comments: Midterm:	

Final:	
Instructor Comments:	
Educator: *Registered nurses are educators who identify learning needs with clients and apply a broad range of educational strategies towards achieving optimal health outcomes.*	**Instructor Feedback**
8.1 Develops an education plan with the client and team to address learning needs.	Choose an item.
8.2 Applies strategies to optimize client health literacy	Choose an item.
8.3 Selects, develops, and uses relevant teaching and learning theories and strategies to address a diversity of clients and contexts, including lifespan, family, and cultural considerations	Choose an item.
8.4 Evaluates effectiveness of health teaching and revises education plan if necessary.	Choose an item.
8.5 Assists clients to access, review, and evaluate information they retrieve using Information and Communication Technology (ICT's)	Choose an item.

Student Comments:
    Midterm:
 	
    Final:	

Instructor Comments:	
Scholar: *Registered nurses are scholars who demonstrate a lifelong commitment to excellence in practice through critical inquiry, continuous learning, application of evidence to practice, and support of research activities.*	**Instructor Feedback**
9.1 Uses best evidence to make informed decisions.	Choose an item.

9.2 Translates knowledge from relevant sources into professional practice.	Choose an item.
9.3 Engages in self-reflection to interact from a place of cultural humility and create culturally safe environments where clients perceive respect for their unique healthcare practices, preferences, and decisions.	Choose an item.
9.4 Engages in activities to strengthen competence in nursing informatics.	Choose an item.
9.5 Identifies and analyzes emerging evidence and technologies that may change, enhance, or support health care.	Choose an item.
9.6 Uses knowledge about current and emerging community and global health care issues and trends to optimize client health outcomes.	Choose an item.
9.8 Engages in practices that contribute to lifelong learning.	Choose an item.
9.9 Analyzes, applies, and demonstrates the following concepts: Development, Functional Ability, Family Dynamics, Culture, Spirituality Adherence, Self-Management, Fluid and Electrolytes, Acid - Base Balance, Thermoregulation, Sleep, Cellular Regulation, Intracranial regulation, Hormonal Regulation, Glucose Regulation, Nutrition, Elimination, Perfusion, Gas Exchange, Clotting, Reproduction, Sexuality, Immunity, Inflammation, Infection, Mobility, Tissue Integrity, Sensory Perception, Pain, Fatigue, Stress, Coping, Mood and Affect, Anxiety, Cognition, Psychosis, Addiction, Interpersonal Violence, Leadership, Safety, Evidence, Health Care Quality, Health Care Disparities (Equity), Health, Nursing	Choose an item.
Student Comments: Midterm:	

Final:
Instructor:

Provide Student with photocopy or PDF email copy of Clinical Evaluation ☐

Student's Name (PRINT)

_____   Signature _____   Date _____

Clinical Instructor's Name (PRINT)

_____   Signature _____   Date _____

Please Note: *Student signature on this document denotes that the student has read the evaluation. It does not mean that the student necessarily agrees with all of its content.*

Please Note: This information is collected for the purpose of appraising student performances; assigning a course mark; and monitoring student progress according to guidelines established in the *Alberta Freedom of Information and Protection of Privacy Act*. For further information, please contact the Assistant Dean of Administration at the Faculty of Nursing.

Link to CRNA document and Glossary:
https://nurses.ab.ca/media/5ndpyfar/entry-level-competencies-for-the-practice-of-registered-nurses-mar-2019.pdf