

**FACULTY OF NURSING
UNIVERSITY OF CALGARY**

**NURSING 502
SENIOR CLINICAL PRACTICUM**

BNRT COURSE OUTLINE

Fall 2009

Course Coordinator

Roxie Thompson Isherwood
Phone 220-6267
<isherwoo@ucalgary.ca>
Office: PF 2237
Office Hours: By Appointment

Course Faculty

Sem 01 Child Health – Deanna Koot <dkoot@ucalgary.ca>

Sem 02 Rural & Adult Health – Meg McDonagh <mkmcdona@ucalgary.ca>

Sem 03 Family/Newborn Health – Cynthia Mannion <cmannion@ucalgary.ca>

Sem 04 Adult Health – Tracey Clancy <tlclancy@ucalgary.ca>

Sem 05 Community Health & Psych/Mental Health – Carole-Lynne LeNavenec
<cllenave@ucalgary.ca>

Sem 06 Adult Health – Cindy Morrison <morrisoc@ucalgary.ca>

Sem 07 Adult Health – Linda Shorting <shorting@ucalgary.ca>

COURSE DESCRIPTION

Synthesis, application and further acquisition of knowledge, skills, and attitudes in a selected nursing practice setting. Emphasis on complexity of nursing care with clients (individuals, families, and/or aggregates). Selection of focus area will be made through consultation with faculty.

COURSE OBJECTIVES

Congruent with the Profile of the Graduate, as detailed in **Appendix 1**, the outcomes of this practicum are shaped by competencies of the College & Association of Registered Nurses of Alberta [CARNA]. You are expected to develop your individual learning plan within the framework of these documents, influenced by your specific area of nursing focus.

You are expected to:

1. Professional Responsibility

- Use the Entry to Practice Competencies of the CARNA as a guide in articulating your learning needs and in developing your learning plan
- Assume a professional approach to client care and collegial practice in the clinical area and in clinical practice conferences
- Demonstrate accountability to self-directed learning and on-going professional development

2. Knowledge Based Practice

- Knowledgeably critique and apply research findings to nursing practice
- Employ a nursing framework to plan and implement care to clients
- Use critical thinking to make sound nursing judgements in the provision of competent care
- Use relational practices as appropriate to clients, those important to them, and the context in which they occur
- Perform nursing interventions in an increasingly skilful manner
- Further develop and demonstrate leadership abilities and organizational skills in the care of clients

3. Ethical Practice

- Demonstrate respect for clients, preceptor, faculty advisor, and colleagues, in all interactions
- Analyze own beliefs, attitudes, values, and assumptions, considering how they could influence interactions with others
- Collaborate with individuals, families, and aggregates in meeting their health care needs

COURSE COMPONENTS

Nursing 502 is a 328 hour clinical course, comprised of 302 hours of clinical practice and 26 hours of clinical practice conference discussion. **All clinical practice and clinical practice conference sessions are considered mandatory clinical hours.** Faculty advisors and preceptors must be notified, in advance, of any absenteeism in the clinical setting or clinical practice conferences.

There are three course components within Nursing 502, as detailed in the following paragraphs. **You must achieve a credit [pass] level in all three course components in order to be successful in completing Nursing 502.**

1. Clinical Practice Component

- 302 hours.
- An opportunity for you to practice with a preceptor in a focus area, guided by a learning plan that demonstrates congruence among the course objectives, your learning needs, and the realities of the practice setting.
- An opportunity for you to engage in dialogue with medical residents and nursing students around ethical issues during **Medical Ethics Days [October 08, October 22, or November 26/09]**. You will be credited 8 hours of clinical time to attend. **Attendance is mandatory.**
- **Appendix 2** outlines an introductory activity to assist you in the development of a collaborative working relationship with your preceptor.
- **Appendix 3** is a clinical evaluation tool to support progressive feedback and midterm and final evaluation discussions related to student clinical performance.

2. Self-Directed Learning Component

- An opportunity for you to develop and implement a learning plan, in consultation with your faculty advisor and preceptor, which demonstrates congruence among the course objectives, your own learning needs, and the realities of the practice setting.
- An opportunity for you to create and maintain a professional practice portfolio, in consultation with your faculty advisor and preceptor, as a continuing and progressive record of the process of your unique learning and professional growth that arose through experiences in the practice setting.
- **Appendix 4** provides a sample format for the learning plan. In the learning plan, you will be required to articulate your individual learning needs, formulate objectives based upon these needs, and implement your learning plan.
- **Appendix 5** describes some beginning parameters and possibilities for creation of the professional practice portfolio. Normally, the professional practice portfolio includes elements related to clinical practice activities and reflection, nursing theory, literature, and research relevant to clinical practice, and an evolving conceptual framework for professional practice.
- **Appendix 6** provides an evaluation guide for you and your faculty advisor to use in reflecting on your ability to engage in self-directed learning during the process of developing and implementing a learning plan and creating and maintaining a professional practice portfolio.

3. Clinical Practice Conference Component

- 26 hours.
- An opportunity for you to participate in dialogues with faculty and peers that will support both your learning and your transition into the role of graduate/registered nurse.
- An opportunity for you to lead group discussion about a learning experience. This may take the form of article critique, case presentation, critical incident or another form as negotiated with your faculty advisor and peers. Please Note: The Clinical Simulation Learning Centre (CSLC) faculty offer opportunities for students to recreate, with support from faculty, clinical experiences using simulation. Students who are interested in leading a clinical practice conference in this manner may contact the CSLC faculty at cslc@ucalgary.ca for further information.

Note: You must achieve a credit [pass] level in all three course components in order to be successful in completing Nursing 502. Appendix 7 is a summary final evaluation form that is completed by your faculty advisor, in consultation with you and your preceptor, which reflects your learning progression within the three course components of Nursing 502.

REQUIRED READING

The faculty advisor for each clinical group will collaborate with the particular clinical group and/or individual students to identify specific assignments and readings that will be helpful for the clinical practice and clinical practice conference experiences. Literature references, resource materials, and web links regarding self-directed learning and learning plans will be available within the course Blackboard site. You are expected to develop a list of resources, with an emphasis on research articles, which will provide evidence to support your clinical practice.

CLINICAL ROLES AND RESPONSIBILITIES

You are expected to be an active participant in the collaborative relationship that should emerge between yourself, your faculty advisor, and your clinical preceptor.

Clinical Preceptorship is a guided experience in which practitioners known as preceptors supervise learners. The preceptor, who is a registered nurse, possesses professional knowledge and experience in a clinical practice area and is interested in mentoring students.

1. Expectations of the Student

- uses knowledge and skills learned/addressed in previous courses,
- clarifies faculty-preceptor-student roles and responsibilities,
- develops a learning plan that reflects congruence among course objectives, learning needs, and realities of practice area,
- schedules regular meetings with faculty and preceptor for discussion of the learning plan and related clinical progress,
- becomes increasingly self-directed as a learner,
- utilizes the preceptor and faculty as resources to facilitate learning,
- engages in clinical practice for the scheduled number of hours,
- demonstrates knowledge of and abide by agency policies,
- informs preceptor and faculty in case of illness, and
- schedules and leads discussion with preceptor and faculty in on-going, midterm, and final evaluation of clinical progress.

2. Expectations of the Preceptor

- plans with you, your learning experiences which provide for progression from orientation to increasingly independent practice,
- reviews with you and your faculty member a learning plan which meets the course objectives and your learning needs within the realities of the practice setting,
- collaborates with you in the selection and facilitation of your learning experiences,
- teaches, supervises, and consults with you in the clinical practice setting,
- collaborates with you and faculty in deciding clear indicators that will provide evidence of the student's achievement of the course objectives and learning outcomes,
- meets on a regularly scheduled basis with you and faculty member to discuss your progress and ways to facilitate achievement of the learning plan, and
- participates in the evaluation of your performance during the experience and at midterm and final evaluation times.

3. Expectations of the Faculty Advisor

- initiates a meeting with the preceptor to orientate to the role and objectives of the clinical course,
- assists you to develop a learning plan that reflects congruence among course objectives
- participates in regularly scheduled meetings with the student and preceptor to discuss student progress and ways to facilitate achievement of the learning plan,
- acts as a resource for consultation, teaching, and supervision for the student,
- participates in on-going, mid term and final evaluation of student's progress, and
- **assumes responsibility for the assignment of credit/fail, considering faculty, student, and preceptor feedback.**

UNIVERSITY AND FACULTY OF NURSING POLICIES

You need to be aware of the following academic policies as outlined in the calendar of the University of Calgary (2009-2010) (<http://www.ucalgary.ca/pubs/calendar/>) including:

- academic appeals and grievances
- non-academic conduct
- sexual harassment
- security clearance
- integrity of student work
- withdrawal dates

PROGRESSION AND EVALUATION

The final grade in this course will be based on a credit/fail evaluation. The grade is based on three components: a) self-directed learning behaviours, b) clinical practice component, and c) clinical practice conference component. The student must achieve a credit [pass] level in all components of the course in order to receive an overall credit [pass]. Normally, a student will not be permitted to withdraw from a clinical course in order to avoid failure in that course.

Attendance and Absences

Within the Nursing Practice Standards established by CARNA (2005) it states that a nurse must ensure their 'fitness to practice' (p. 5). This means that the nursing student must be able to perform essential functions of the nursing role expected for the lab or clinical practice that they have been assigned to without any mental or physical disabilities/illnesses. Therefore, it is your professional accountability to maintain your state of health and recognize the impact of ill health on patients and colleagues.

To fulfill course requirements, attendance at all scheduled labs and/or clinical practice is required. If you are ill or experience an unforeseen circumstance, you must inform your Clinical Instructor and Course Coordinator as soon as possible. If you miss one or more lab/clinical days due to illness or unforeseen circumstance, you may be at risk for not successfully completing the course. You may be asked to withdraw from the course and complete the course requirements at a later date or you will be required to make up the missed hours. Your situation will be reviewed by the Course Coordinator and Associate Dean, Undergraduate Programs. A medical note may be requested.

Requests for absences related to nursing scholarship and service learning will be considered.

Please note that travel/social/recreational activities will not be accepted as reasons for absence.

Freedom of Information and Protection of Privacy

The information (such as a phone number, addresses, tracking sites of practicums, etc.) that you may be asked to provide is collected under the authority of the Colleges/Universities Act and Freedom of Information and Protection of Privacy Act, Section 32(c). It will be used for practicum placement and for contract purposes.

Clinical Practicum Confidentiality

You are reminded that, as a result of your privileged position of accessing information regarding clients and patients, that you have an obligation to maintain confidentiality of any patient or client information. You are also reminded that you signed a confidentiality form at the time of admission into the program.

APPENDICES

The following appendices have been provided to assist you in the progression and evaluation of the three course components of Nursing 502.

Appendix 1: Profile of the Graduate (page 7)

- ❖ This appendix outlines the expectations of new graduates of the Faculty of Nursing.

Appendix 2: Introductory Activity (page 8)

- ❖ This appendix describes some guidelines that might be helpful in facilitating discussion during the initial meeting with your preceptor and faculty advisor. This activity is seen as a beginning step in the development of a collaborative working relationship.

Appendix 3: Clinical Practice Evaluation (pages 9 – 13)

- ❖ This appendix is provided as a tool for clinical evaluation of the nursing student by the preceptor. Please feel free to make written comments where appropriate. It is helpful to use the tool at the mid-term evaluation and then update and make changes for a final evaluation.

Appendix 4: Sample Learning Plan (page 14)

- ❖ This appendix is a sample of a format that can be used in the development of your learning plan.

Appendix 5: Professional Practice Portfolio (page 15)

- ❖ This appendix describes some beginning parameters and possibilities for creation of the professional practice portfolio. Normally, the professional practice portfolio includes elements related to clinical practice activities and reflection, nursing theory, literature, and research relevant to clinical practice, and an evolving conceptual framework for professional practice within the clinical practice context.

Appendix 6: Evaluation of Self-Directed Learning (page 16 – 17)

- ❖ This appendix is an evaluation guide for you and your faculty advisor to use in reflecting on the learning process of developing a learning plan for clinical practice.

Appendix 7: Final Evaluation by Faculty Advisor (page 18)

- ❖ This appendix is the form used by your faculty advisor to summarize your performance throughout the course for purposes of final evaluation.

APPENDIX 1

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PROFILE OF THE GRADUATE

The following description of the graduate is taken from the University of Calgary Calendar [2008-2009].

Upon completion of the BN program, the graduate will be able to:

- Practice in a variety of settings including health care agencies/institutions, the home, and the community
- Consider factors influencing health and illness
- Use knowledge, critical thinking and clinical skills for making sound judgments and providing competent care
- Act to promote health, prevent disease, and care for individuals with acute, long-term, and anticipated terminal illnesses
- Communicate effectively and develop professional relationships with clients
- Practice with cultural awareness and sensitivity to the influences of racial and ethnic diversity on health
- Participate in the advancement of nursing practice through research
- Possess leadership abilities and organizational skills that make an effective contribution as a member of the health care team
- Integrate changing technologies into health care
- Be committed to the pursuit of knowledge, lifelong learning, and professional development
- Have a professional sense of social responsibility and be an active participant in influencing health, health care policy, and reform

APPENDIX 2

Faculty of Nursing
University of Calgary

INTRODUCTORY ACTIVITY

To facilitate establishing a dialogue with your preceptor, the following guidelines for discussion are suggested for your initial meeting.

1. Your reasons for choosing this practice area.
2. Provide an overview of the clinical experiences you have had so far. Which areas positively stood out for you? What is it about these experiences that you found satisfying?
3. What knowledge, abilities, and experiences that you bring to this area of nursing will contribute to your experience? What “gaps” might you need to fill in?
4. Provide some ideas how you best learn, i.e. what is your learning style? What suggestions do you have for your preceptor that would help facilitate your learning?
5. Describe a situation you have had in a clinical practicum where you have felt most satisfied as a nurse? What was it about this situation that contributed to this sense of satisfaction?
6. Describe a situation you have had in a clinical experience where you have felt frustrated as a nurse? What was it about this situation that contributed to this feeling?

APPENDIX 3

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CLINICAL PRACTICE EVALUATION

Credit	Exceeded Expectations	<ul style="list-style-type: none"> • Consistently / frequently / safely demonstrates with competence • Accurate and thorough with minimal guidance • Understands / analyzes at a comprehensive level ... • Requiring minimal supporting cues • Independently • Confidently ... at an exemplary level • Effectively uses ... each time • Consistently draws upon a broad base of knowledge • Exceptional ... exceeding expectations • Engages in meaningful...surpassing expectations • Manipulates ... anticipates • Proficient • Expedient • Demonstrates high level of awareness ... skill ... critical thinking
Credit	Satisfactory	<ul style="list-style-type: none"> • Frequently / safely / demonstrates ... with competence • Accurate and thorough ... with guidance, but consistent progress evident • Frequently understands / analyzes / identifies • Requiring occasional supportive cues ... • Is progressing toward ... • Confidently and competently with minimal guidance • Is able to ... on a regular basis • Based on a sound understanding of ... draws on a solid knowledge base • Efficiently ... • Good ... at an above average level • Evidence of meaningful ... • Within a reasonable time period • Demonstrates good insight ... skill development...critical thinking • Seeks appropriate consultation as necessary
Fail	Unsatisfactory	<ul style="list-style-type: none"> • Unable to demonstrate at a satisfactory level ... fails to ... experiences difficulty with ... • Demonstrates minimal ability to ... • Unprepared ... requiring frequent / repeated direction /supervision ... • Minimal change shown ... following direction • Inconsistently ... often lacks ... • Rarely ... • Frequently is unable to ... misses the opportunity to ... • Does not show evidence of progress ... • Is unable to provide basic, safe care without significant cueing • Not always safe and reliable • Does not demonstrate insight into areas of deficit • Limited awareness of ... • Does not provide sufficient depth of knowledge ... sound understanding ... critical thinking substantially lacking

**Faculty of Nursing
University of Calgary**

CLINICAL PRACTICE EVALUATION

Student:	ID #:
Agency:	Session:
Preceptor:	Type of Placement:
Faculty Advisor:	Days Absent:

Preceptor Comments:

Midterm Comments	Final Evaluation Comments

Student Comments:

Midterm Comments	Final Evaluation Comments

Name	Position	Signature	Midterm Date
	Student		
	Preceptor		
Name	Position	Signature	Final Date
	Student		
	Preceptor		

A Fail Grade will be given when:

- One or more intents is not satisfactorily met
- An unsatisfactory evaluation with respect to a learning intent will be assigned when there is evidence of:
 - Failure to demonstrate or inconsistent demonstration of the behaviour
 - Failure to demonstrate progression of learning
- Failure to meet the requirements of mandatory attendance for clinical practice conferences, Medical Ethics Day, and clinical practice experiences
- Failure to come prepared for all anticipated clinical learning experiences

****The amount of guidance and level of independence the student is able to achieve in the intents may be dependent on the clinical area.**

The student meets the standards of the nursing profession through:

1. **Professional Responsibility:** The student is accountable for nursing care and is responsible to learn what is required to give safe nursing care. The student is responsible to provide care in collaboration with the client, significant others, and other health professionals.

Behavior	Evidence
Demonstrates accountability in all clinically related activities by: A] Following dress code regulations B] Adequately preparing to care for client/family C] Completing assignments completed	
Evaluates own level of competency relevant to all aspects of professional nursing practice by: A] Seeking advice appropriately B] Recognizing, acknowledging, and reporting adverse incidents [errors, accidents] within a reasonable time	
Seeks new knowledge and skills to enhance her/his nursing practice	
Is receptive to feedback about performance, including reflecting on and incorporating feedback to enhance learning	
Collaborates with client and health care team to determine goals, priorities, and strategies for care	
Communicates pertinent information to relevant members of the health care team within a reasonable time frame	
Demonstrates teamwork with others by: A] Showing a spirit of cooperation with colleagues/staff/faculty advisor B] Contributing to peer learning through participation in discussion	

Other Comments: [eg: areas for growth: not meeting expectations or exceeded expectations]

2. Knowledge-Based Practice: The student is responsible for acquiring and integrating knowledge and skills to provide competent, evidence-based nursing practice. Evidence-based practice is defined as nursing practice based on data derived from research, personal, and professional experience.

Behavior	Evidence
Acquires and analyzes knowledge relevant to the client's health experience from a variety of sources including client, family, literature, other health care professionals, and experience	
Uses a relevant model or framework for systematically and collaboratively assessing the client's health status and for planning interventions	
Performs accurate and thorough assessments	
Chooses and applies nursing interventions that are appropriate for promotion of health and healing in the context of the client situation and mutually determined goals through collaboration with client and preceptor	
Performs nursing interventions in an increasingly skilful manner	
Practices safely and demonstrates increasing competence in providing care	
Records pertinent information on relevant documents within a reasonable time frame	
Critically reflects on and evaluates care, including teaching, based on the client outcomes and revises the plan of care considering whether other interventions might be more effective and why	

Other Comments: [eg: areas for growth: not meeting expectations or exceeded expectations]

3. Ethical Practice: The student is responsible to practice with honesty, integrity, and respect.

Behavior	Evidence
Analyzes her/his own beliefs, attitudes, values, and assumptions, considering how they could influence interactions and decisions involving others [clients, staff, colleagues, and instructor]	
Demonstrates respect for others by: A] Forming therapeutic relationships with clients B] Advocating for client's participation in their care C] Enacting an awareness of the client's culture, language, and developmental level	
Other Comments: [eg: areas for growth: not meeting expectations or exceeded expectations]	

The Entry-to-Practice Competencies document published by the College & Association of Registered Nurses of Alberta [2005, September] was used to develop the criteria identified in this evaluation tool.

APPENDIX 4**Faculty of Nursing - University of Calgary****SAMPLE LEARNING PLAN****Identification of Learning Needs:**

Learning Objectives	Learning Strategies	Evidence of Accomplishment

APPENDIX 5

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PROFESSIONAL PRACTICE PORTFOLIO

During this course, you will be expected to create and maintain a professional practice portfolio. A portfolio is a record of the process of your unique learning and professional growth that arises through your experiences in the practice setting. In general, the portfolio serves as a framework for self-assessment and evaluation and for collaborative assessment and evaluation, records and displays professional goals, growth, and achievement, and acts as a foundation for career-long, self-directed professional development.

A portfolio has value in that it:

- Emphasizes ongoing professional development and the learning process;
- Increases self-evaluation and visibility of learning;
- Demonstrates tangible signs of growth and accomplishments and indicators of progress in capabilities and skills; and
- Provides an opportunity to set goals, reflect on what you've done and where you're going, and showcase your best work.

Normally, the professional practice portfolio includes elements related to clinical practice activities and reflection, nursing theory, literature, and research relevant to clinical practice, and an evolving conceptual framework for professional practice within the clinical practice context. However, the portfolio can also become bulky, unwieldy, and time-consuming, if you are not systematic, selective, and thoughtful.

A portfolio may include components, such as:

- Clinical schedules, timelines, and logs;
- Clinical exemplars, case studies, narratives, stories, and situations;
- Self-reflective journals;
- Learning plans with progress updates;
- Theoretical models and frameworks applied to practice;
- Research articles with evidence of reflection, critique, and application;
- Teaching plans, project work, presentations, and samples of clinical work;
- Annotated bibliographies on topics related to the practice area;
- Pictures, diagrams, photos, or sketches that depict clinical progression or outcomes;
- Feedback from stakeholders and team members;
- Evaluations of clinical work.

NOTE: Your portfolio is a fundamental part of the clinical experience in Nursing 502. As such, it will be reviewed at regular intervals by your faculty advisor and, as negotiated, with your preceptor and will be used in the determination of your final clinical grade.

APPENDIX 6

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EVALUATION OF SELF-DIRECTED LEARNING

The following evaluation guide is intended for you and your faculty advisor to use in reflecting on your ability to engage in self-directed learning during the process of developing and implementing a learning plan for clinical practice and creating and maintaining a professional practice portfolio.

All of the identified behaviors must be satisfactory to obtain a credit level for this component of the course.

Academic Session: _____ Student: _____
 Faculty Advisor: _____ Preceptor: _____
 Placement: _____

BEHAVIOURS	Credit	Fail	Evidence
1. Demonstrates responsibility in initiating and maintaining appropriate and ongoing contact with faculty advisor.			
2. Prepares adequately for discussions with faculty advisor.			
3. Is timely and organized in ongoing development of learning plan.			
4. Formulates learning objectives that are congruent with course objectives, learning needs, and practice setting realities.			
5. Identifies appropriate strategies, activities, and resources to meet learning objectives.			

6. Reviews learning objectives with faculty advisor and preceptor as implementation occurs, making revisions as appropriate.			
7. Is timely and organized in ongoing development of professional practice portfolio.			
8. Addresses expectations related to reflective practice, current nursing literature and research, and conceptual framework development within the professional practice portfolio, as negotiated with faculty advisor.			

APPENDIX 7

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University of Calgary

SUMMARY FINAL EVALUATION BY FACULTY ADVISOR
FALL 2009

Student Name: _____ I.D. #: _____
Clinical Agency: _____ Type of Placement: _____
Preceptor: _____ Faculty Advisor: _____

All Components must have a credit level to achieve credit status for this course.

Clinical Practice Component:

Credit / Fail

Self-Directed Learning Component:

Credit / Fail

Clinical Practice Conference Component:

Credit / Fail

Student Signature: _____

Faculty Advisor Signature: _____

Date: _____

