



UNIVERSITY OF  
CALGARY  
NURSING

# **NURSING 543 SENIOR PRACTICUM**

## **COURSE OUTLINE SPRING 2010**

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## 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 and 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 543 is a 128 hour clinical course, comprised primarily of clinical practice hours plus 3 hours of participation in the weekly Elluminate Live sessions. Please inform your preceptor, in advance, of any absenteeism in the clinical setting.

The course components within this Nursing 543 are as detailed in the following paragraphs. **You must achieve a credit [pass] level in all two course components in order to be successful in completing Nursing 543.**

### 1. Clinical Practice Component

- 128 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.
- **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 your 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 within the clinical practice context.
- **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 for clinical practice and creating and maintaining a professional practice portfolio.

### 3. Illuminate Live Sessions

- 3 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, or 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](mailto: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 543.** 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 course components of Nursing 502.

## REQUIRED/SUGGESTED READING

Students are expected to review the literature in regard to:

- (1) the Nursing Practice Standards (NPS) for the province in which they are practicing
  - (2) the Code of Ethics (Canadian Nurses Association, 2008)
  - (3) research and descriptive articles about specific strategies to enhance their clinical nursing practice skills in regard to both evidence based, and reflective practices
  - (4) strategies to develop their skills in application of a nursing conceptual framework to their practice, and
  - (5) strategies for fostering both self-directed learning and life –long learning
- An illustrative bibliography on the above topics will be provided on N543 Blackboard.

## 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 regulations / policies as outlined in the online calendar of the University of Calgary (2009-2010) (<http://www.ucalgary.ca/pubs/calendar/>) including:

- student misconduct
- academic writing
- academic reappraisals, appeals, and grievances
- academic accommodation
- sexual harassment
- security clearance
- 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) participation in 3 Elluminate Live clinical practice conference sessions . The student must achieve a credit [pass] level in the first 2 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: see [www.nurses.ab.ca](http://www.nurses.ab.ca)), it states that a nurse must ensure their 'fitness to practice' (pg. 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 may have on patients and colleagues.

To fulfill course requirements, attendance at all scheduled lab 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 Program.

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. A medical note may be requested.

### **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 543

### **Appendix 1: Profile of the Graduate** (page 9)

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

### **Appendix 2: Introductory Activity** (page 10)

- ❖ 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** (page 11)

- ❖ 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 16)

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

### **Appendix 5: Evaluation of Self-Directed Learning** (page 26)

- ❖ 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 6: Final Evaluation by Faculty Advisor** (page 28)

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

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**APPENDIX 1: PROFILE OF THE GRADUATE**

The following description of the graduate is taken from the University of Calgary Calendar [2009-2010].

**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

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## **APPENDIX 2: 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?

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**APPENDIX 3: Nursing 543 CLINICAL PRACTICE EVALUATION**

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

**Faculty of Nursing, University of Calgary, Spring Session 2010  
 N.543 CLINICAL PRACTICE EVALUATION**

(NOTE: pp. 10 to 13 are expected to be completed by student AND emailed to the Faculty Advisor at least 24 hours prior to Midterm and Final Evaluation. The preceptor is asked to add her comments on page 10 and in the OTHER COMMENTS sections of the attached pages 11, 12 and 13)

<b>Student:</b>	<b>ID #:</b>
<b>Agency:</b>	<b>Session:</b>
<b>Preceptor:</b>	<b>Type of Placement:</b>
<b>Faculty Advisor:</b>	<b>Days Absent:</b>

**Preceptor Comments:**

<b>Midterm Comments</b>	<b>Final Evaluation Comments</b>

**Student Comments:**

<b>Midterm Comments</b>	<b>Final Evaluation Comments</b>

<b>Name</b>	<b>Position</b>	<b>Signature</b>	<b>Midterm Date</b>
	<b>Student</b>		
	<b>Preceptor</b>		
<b>Name</b>	<b>Position</b>	<b>Signature</b>	<b>Final Date</b>
	<b>Student</b>		
	<b>Preceptor</b>		

**A Fail Grade will be given when:**

- (1) One or more learning objectives is not satisfactorily met
- (2) An unsatisfactory evaluation with respect to a learning intent will be assigned when there is evidence of:
  - o Failure to demonstrate or inconsistent demonstration of the behaviour
  - o Failure to demonstrate progression of learning
- (3) Failure to meet the requirements of mandatory attendance for clinical practice Elluminate Live session conferences and clinical practice experiences
- (4) Failure to come prepared for all anticipated clinical learning experiences

**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 frame	
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 for [1] Professional Responsibility:** [e.g., areas for growth: not meeting expectations or exceeded expectations]

(Continued: **Other Comments for [1] Professional Responsibility:** [e.g., 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	
<b>Other Comments for [2] Knowledge-Based Practice</b> [e.g., 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	
<b>Other Comments re #3: Ethical Practice:</b> [e.g., 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-CARNA [2005, September] was used to develop the criteria identified in this evaluation tool.

## Faculty of Nursing, University of Calgary

### APPENDIX 4: LEARNING PLAN DEVELOPMENT & SAMPLE LEARNING PLAN

<p style="text-align: center;"><b>DEVELOPING A LEARNING PLAN / CONTRACT: SOME CONCISE GUIDELINES, AND A FOR- EXAMPLE- ONLY COPY OF A COMPLETED ONE</b></p>
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You are asked to complete a learning plan –or what some people refer to as a learning contract–following a process somewhat similar to CARNA’s Continuing Competence Program (CCP) guidelines [[www.nurses.ab.ca](http://www.nurses.ab.ca)]. [then click on Continued Competence]. See also Nursing Practice Standards-NPS:

<http://www.nurses.ab.ca/Carna-Admin/Uploads/Nursing%20Practice%20Standards.pdf> If you are a BNAT or BNRT student, see also **Entry to Practice Competencies for the Registered Nurses Profession (2006)**:  
<http://www.nurses.ab.ca/Carna-Admin/Uploads/Entry-to-Practice%20Competencies.pdf>

You have also been given examples of Learning Plans/ Contracts on your Blackboard Page. However, because your preceptor can not enter into Blackboard, feel free to share with her/him this attachment. Do be sure to mention that the attached example copy still has percentage scores, and other indicators that may seem strange now that this is a CREDIT-FAIL course. Thus, you will need to explain that the weightings afford the evaluator to say things like: “In xyz area, your work was outstanding (implying an A+), or excellent (which implies it was in the A range), or above average (implying it was in the B range), or Satisfactory, which would be in the C+ range.

**1.1. Learning Need: Strengths and/or Areas to Work On:** Provide a statement that identifies a strength that you wish to further develop, or conversely, an area that you wish to work on because of a gap between your desired and current level of knowledge, skill and/or attitude.

**1.2 Learning Objective:** Translate your learning need into a specific, measurable statement that reflects the desired short-term outcome. It will be used in the Evidence of Accomplishment/Evaluation phase (see 2.4 below). Specify also the Nursing Practice Standard-NPS(including the #, Name, and the definition)

**1.3 Learning Strategies and Resources:** Provide several statements about specific strategies/resources that you plan to use to facilitate the learning process. Include reference to specific articles/texts if possible. This area is also the place to mention which nursing model you are using, and the articles/books that you will be reviewing to address this component. Last, but not least, I suggest you include Review of the Policy and Procedure Manual/Website for this Unit.

**1.4. Evidence of Accomplishment and Target Date (T) and/or Date Completed (C):** Provide a statement that describes the specific type of activity you have selected as the basis for evaluation of how well you have achieved this objective, and the Target or Completed date (T & C respectively)

**1.5 How will the Evidence be Evaluated:** Provide statements that indicate answers regarding:

- What is the weighting of the activity (i.e., What % of the total mark for the learning plan is this objective worth?),
- Who is to evaluate the learning activity?
- In which Appendix is the form containing the evaluation criteria that you have developed for the evaluator(s) to use located?

◆ \*. The Appendixes are to be numbered in such a way that the reader can easily identify to which set of Learning Objectives they refer. So if you have two sets of activities in the Evidence of Accomplishment section of Learning Objective # 1, your might # the first Appendix as 1-1, and the next Appendixes 1-2.

**Note:** If the criteria are from another source, specify the full reference for it.

Example: Modified by the author from Dr C. Le Navenec’s, 2008-Nursing xyz Course Outline/Syllabus

**And as you already know: Your Learning Contract should have a cover page, containing your name and other relevant information (see your APA, 2008 manual)**

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◆ **AN ILLUSTRATIVE EXAMPLE OF A LEARNING PLAN IS ATTACHED.**

University of Calgary  
Faculty of Nursing  
Fall Session 2009  
Nursing XXX

# LEARNING PLAN

Student's Name: Alisa (Hua Wah) Poon (email addressed removed)

Faculty Advisor: Dr. Carole Le Navenec : [clenave@ucalgary.ca](mailto:clenave@ucalgary.ca)

Preceptor: Nancy Couture (email address removed)

Date of Submission: November 13, 2009

### **LEARNING NEED # 1:**

During my four year baccalaureate of nursing program, I have had the opportunity to work on several medical surgical units where I provided nursing care for patients who had wounds, particularly pressure ulcers and surgical wounds. However, now that I have coming to the Sheldon Chumir Wound center, I realize a need to strengthen my knowledge in regard to effective wound care, particularly in understanding what the salient barriers are for those patients whose wounds are very slow in healing, and on the other hand, to gain knowledge and skills in regard to providing nursing care to promote wound healing for this population, many of whom have scarce financial, housing and related resources.

#### **Learning Objective #1:**

To be able to demonstrate a broad understanding of the integument system and basic wound healing mechanisms in order to provide effective nursing care to patients at this wound treatment centre.

NPS being addressed: This objective follows the Nursing Practice Standard (NPS) # 1.7: the Registered Nurse (RN) regularly assesses their practice and takes the necessary steps to improve personal competence. It also allows me to achieve NPS # 4.4: the RN explains nursing care to clients and others.

#### **Learning Strategies and Resources #1:**

- Review, on an ongoing basis, the policy and procedure manual for the Sheldon Chumir Wound Centre
- Consult with my preceptor and other team members regarding caring practices for patients who are in different phases of wound healing (inflammatory, proliferative and remodeling phases)
- Attend The Wound Resource Nurse Program workshop
- Review of anatomy and physiology in Textbook: Martini & Bartholomew, Essentials of Anatomy and Physiology (5<sup>th</sup> ed.), Prentice Hall,
- Review Textbook: Wound Care made Incredibly Easy (2<sup>nd</sup> Ed). Lippincott Williams & Williams
- Review at least two scholarly articles for medical conditions that impede wound healing, and two scholarly articles about effective strategies to promote wound healing particularly among people with diabetes
- Review Wright and Leahey's (2005) family nursing model to identify what family and community supports are available for each patient
- Review relevant websites such as:
  - (1) the Registered Nurses Association of Ontario (RNAO) , Best Practices section <http://www.rnao.org/Page.asp?PageID=122&ContentID=921&SiteNodeID=214> or
  - (2) the Wound Care Information Network-WCIN: <http://medicaledu.com/phases.htm>)
  - (3) Explore online courses that are offered for new graduates so that I can gain additional knowledge about wound care interventions for persons who need: simple dressings, complex dressings, shortening of a Penrose drain; ongoing assessment of their wounds; as well as how to chart your findings about a person's wound healing, which is one of the courses on Caring for persons with Wounds offered by Grant Mc Ewan College: <http://www.hcs.macewan.ca/health/coursedetail.cfm?courseid=350>

### **Evidence of Accomplishment for Objective #1:**

- Compile an annotated bibliography in regard to The Wound Resource Nurse Program workshop in accordance to Appendix A.
- Compile an annotated bibliography for each textbook and article used for review in accordance to Appendix A
- Complete a written/multiple choice test that will be created by the student and from which the preceptor or faculty advisor will choose certain questions for the student to be tested.
- Target date for successful completion of this objective: October 9th

### **Evaluation for Learning Objective # 1:**

- See Appendix A for the Evaluation tool to be used for the annotated bibliography regarding *The Wound Resource Nurse Program Workshop*. To be marked by my preceptor.
- See Appendix A for the Evaluation tool to be used for the annotated bibliography for each textbook and article used. To be marked by my preceptor.
- See Preceptor for the list of answers (including the rationale for the correct answer) for the exam. To be marked by my preceptor

### **LEARNING NEED # 2:**

After gaining a broad comprehension of wound healing and the integument system, I would like to expand my understanding regarding the types of wounds that patients have, and the nursing care involved for each type as the extent of my knowledge is lacking in this area. I would like to be able to identify the cause of a wound, types of dressing that are available, pharmacology to wound healing, as well as the dressings that would be best suited for a particular wound. The area of

### **Learning Objective #2:**

To gain knowledge about the types of wounds that patients at a Community Wound treatment center present with (e.g., bite, trauma, skin tears, burns or scalds, pressure or vascular or arterial compromise or both), and the common nursing interventions to address each type of wound care (i.e., being able to identify, and perform the various types of dressings and pharmacological treatment used to promote wound healing for new patients and/or those who are in for follow up treatments.

NPS addressed: This objective follows the NPS # 2.2: the RN uses appropriate information and resources that enhances patient care and achievement of desired patient outcomes and will allow me to accomplish NPS # 2.3: The RN demonstrates critical thinking in collecting and interpreting data planning, implementing and evaluating all aspects of nursing care.

### **Learning Strategies and Resources #2:**

- In addition to Objective #1's resources...
- Review Textbook: Porth, C.M. (2005). Pathophysiology: Concepts of altered health states (7th Ed). New York, NY: Lippincott Williams & Wilkins.
- Review the Sheldon Chumir Wound Center's policy & procedure for wound care, lower leg assessment form, and compression therapy
- Review at least three articles regarding the different types of dressing and/or pharmacological treatments for wound healing.
- Review the RNAO Best Practice Guidelines regarding Skin and Wound via <http://www.rnao.org>

- Review the Calgary Family Assessment Model (CFAM) model to gain knowledge about possible stressors and resources an individual with wounds may have.
- Attend nutritional class (on September 24, 2009) to better help identify which foods are healthy in order to provide adequate nutrition information

**Evidence of Accomplishment and Target Date #2:**

- Completed an annotated bibliography for each textbook and article used for review
- Under the supervision of my preceptor, I will (a) identify the cause of at least one client's wounds during a new admission interview or during a follow up appointment at the Sheldon Chumir Wound Center clinic, (b) verbally present the nursing intervention for each patient including type of dressing and pharmacological treatment to be used (if appropriate), and(c) apply the treatment appropriately
- Complete a scholarly paper of at least 7 pages in regard to a client case study and literature review of wound care.
- Target date for successful completion of this objective is to be set for December 5<sup>th</sup>, 2009

**Evaluation for Learning Objective # 2:**

- See Appendix A for the evaluation tool for the annotated bibliography (textbook and article used for review). To be marked by my preceptor.
- See Appendix B for the evaluation tool for the description of the cause of, and nursing intervention for a particular patient's wound, as well as my demonstration of the correct application of that intervention. My preceptor will mark this activity.
- See Appendix C for the evaluation tool for a paper entitled "The roles of the registered nurse at a community wound care centre. My faculty advisor will mark this assignment

Appendix A:  
 Evaluation for Objective #1 and Objective #2: Annotative Bibliography Evaluation Form to be  
 marked by my Preceptor or Clinical Professor.  
 (Reference: <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>, Obtained September 19<sup>th</sup>, 2009)

Points Given	Possible points	Topic	Description	Comments
	3	Author	Describes the author's credentials (institutional affiliation, educational background, past writings, or experience) Is the book or article written on a topic in the author's area of expertise? Is the author associated with a reputable institution or organization?	
	2	Publication Date	Describes publication date. Is the source current or out-of-date for your topic? Is it a "classic/ foundational" book/ article?	
	2	Intended Audience	Who is the intended audience? Is this source too elementary, too technical, too advanced for your needs?	
	10	Objective Reasoning	Is the information covered fact, opinion, or propaganda? Is the information supported by evidence? Are there assumptions? Errors? Omissions? Are the ideas and arguments congruent with other literature? Is the author's point of view objective and impartial? Is the language free of emotion-arousing words and bias?	
	8	Coverage/ Findings	Does the work update other sources, substantiate other materials, or add new information? Does it extensively or marginally cover your topic? Is the material primary or secondary in nature? (Primary sources are the raw material of the research process. Secondary sources are based on primary sources.)	
	2	Writing Style	Is the publication organized logically? Are the main points clearly presented? Is the text easy to read? Is the author's argument repetitive? Are the charts, graphs, pictures easy to understand?	
	3	APA	Follows the 5 <sup>th</sup> edition of the APA manual such as annotative bibliography is no longer than 200 words. Annotative bibliography is double spaced. There are hanging indents for the citation.	

Total Points: \_\_\_\_/ 30

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix B:  
Evaluation for Objective #2: Nursing interventions for Clients at the Sheldon Chumir Wound Clinic  
(to be marked by my Preceptor)

Key: 1 = Unsatisfactory, 2 = Needs Improvement, 3 = Acceptable (minimal passing grade), 4 = Good, 5 = Excellent

1) Engages patient (ie: introduce self, seeks out patient point of view to clinic visit)

1      2      3      4      5

Comments:

2) Cleans wound appropriately as per policy and procedure protocol.

1   2   3      4      5

Comments:

3) Addresses the wound's etiology by information collected (ie: area, shape, drainage, patient description)

1   2   3      4      5

Comments:

4) Presents appropriate information to physician (ie: picture of wound, type of wound, etiology of wound, past and current medical interventions)

1   2   3      4      5

Comments:

5) Appropriately applies medical intervention (ie: dressing, pharmacological treatment) to wound

1   2   3      4      5

Comments:

6) Demonstrates effective teaching skills re: wound prevention, maintenance, healing

1   2   3      4      5

Comments:

7) Document relevant information appropriately

1      2      3      4      5  
Comments:

8) Ensured patient safety and proper infection prevention and control during client's visit

1      2      3      4      5  
Comments:

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix C:  
 EVALUATION FOR OBJECTIVE #2: SCHOLARLY PAPER  
 (to be marked by Dr. CLL)  
 (Reference: Dr. CLL N411 Evaluation form/ Rubric for Assignment 3)

Presentation of Ideas	F	D range	C Range	B range	A Range	Score	Comments
<u>CONTENT:</u> Introduction and conclusion of paper included overview of literature and case study	Failed to address overview of literature and case study		Introduction & conclusion are limited to presentation of basic elements of literature and case study		Introduction & conclusion are comprehensive and presented in great depth and complexity	10	
Literature	Failed to address a review of the literature. Fails to use credible sources of information		Literature review is limited but basic components are presented. Generally uses credible resources.		Literature is comprehensive and accurately reviewed. Credible resources are used.	20	
<u>CASE STUDY:</u> Clear presentation of the case study.	Failed to address an adequate amount of detail to the case study		Client case study is presented in limited manner. Basic components of the case study is covered		Client case study is presented in a well organized manner with extensive detail pertaining to the client	10	
CFAM Model	Failed to incorporate the CFAM model in the client case study		CFAM model is limited in the client case study		Addresses the client case study with the CFAM model comprehensively (acknowledges the resources and stressors of the client, etc).	5	
Interventions	Failed to incorporate interventions for the client case study		Interventions are basic in nature/ limited. No references or citation were used		Interventions are extensively described in regards to the client case study. References are used for these interventions	5	
<u>FORM:</u> Flow of ideas	Flow of ideas is not logical; is difficult to follow		Ideas generally flow in logical, easy to follow sequence		Ideas flow in a very logical and easy to follow sequence	5	

Approach to discussion	Approach is very limited in scope		Approach is generally holistic. It generally reflects the assignment		Approach is holistic, comprehensive and appropriately reflects the assignment	5	
<b>STRUCTURE</b> APA	Failed to use APA format in body of paper		Generally APA format is used in the body of the paper		APA format is used consistently and appropriately in the body of the paper	3	
	Failed to use APA format in reference of paper		Generally APA format is used in the reference of the paper		APA format is used consistently and appropriately in the reference of the paper	3	
Grammar and spelling	Many grammatical and/or spelling errors		Generally grammar and spelling are correct		Grammar and spelling are consistently correct	4	
Language	Language inappropriate		Generally language is appropriate		Language is precise and eloquent/articulate	5	

Total Points:     / 75 =     %

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_

## APPENDIX 5

### Faculty of Nursing University of Calgary

#### 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.			

**Faculty of Nursing  
University of Calgary**

**APPENDIX 6  
N543 SUMMARY FINAL EVALUATION BY FACULTY ADVISOR  
Spring Session 2010**

**Student Name: (surname, 1<sup>st</sup> name and email address:**

**I.D. #:**

**Name and full mailing address of Clinical Agency:**

**Type of Placement:**

**Preceptor's name, email and tel. # and full mailing address:**

**Faculty Advisor Name, email and mailing address:**

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

**Clinical Practice Component:** (use back of page if necessary)

**Credit / Fail**

**Self-Directed Learning Component:** (use back of page if necessary)

**Credit / Fail**

**Comments about Students Participation in Elluminate Live Sessions:** (use back of page if necessary)

**Student Signature (date):**

**Faculty Advisor Signature & Date of Evaluation Report**

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Continued: **N543 SUMMARY FINAL EVALUATION BY FACULTY ADVISOR**