

**UNIVERSITY OF LETHBRIDGE
 FACULTY OF HEALTH SCIENCES**

**NURS 4750–SENIOR CLINICAL CONSOLIDATION
 Course Outline – Spring 2015**

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COURSE DESCRIPTION

A 10-week consolidated, pre-professional, clinical nursing course in a wide variety of community, institutional, and cultural settings. The student's practicum schedule is organized according to the assigned schedule of the clinical preceptor. By the end of the course, the student is expected to demonstrate independent clinical decision making and carry a clinical work assignment appropriate for a beginning practitioner with minimal guidance.

Credit hours: 15.0

Contact hours per week: 0-0-0 (350 hours clinical time)

Pre-requisite: Completion of all course work in the first seven semesters of the NES A BN Program OR completion of the first five semesters in the BN After Degree program

Co-requisites: N/A

COURSE OUTCOMES

Upon successful completion of the course, the student will be able to:

1. Coordinate and deliver nursing care to a client caseload equivalent to that of an entry-level practitioner.
2. Continue to develop and refine critical and creative clinical decision-making skills.
3. Demonstrate evidence-informed nursing practice.
4. Demonstrate initiative and accountability in the provision of nursing care.
5. Effectively collaborate with multi-disciplinary team members to enhance health care delivery.
6. Apply critical reflection in the ongoing development of holistic nursing practice.
7. Articulate the application of theory as a foundation for nursing practice.
8. Practice according to the CARNA Practice Standards, CNA Code of Ethics and NES A BN Programs Student Handbook.

PRACTICE DAYS

Schedule and Hours

- The nursing practice schedule for students will follow the rotation of the assigned Nurse Preceptor(s). It is possible that students will be assigned more than one nurse, sometimes several, who will take responsibility for student practice during the rotation.
- **Total clinical practice time is 350 hours**, comprising approximately 29 twelve hour shifts, or 44 eight hour shifts.
- Short-shifts are NOT permitted.
- Students are NOT permitted to work overtime even if their Preceptor is doing so, to ensure that their learning is spread over the duration of the term and avoid learner fatigue.
- Students are NOT permitted to schedule shifts totaling more than 84 hours over a two week period, to ensure fitness to practice.
- Students are NOT permitted to work during statutory holidays and reading week.
- Students may begin their first possible clinical shift at **0700 on Wednesday, January 14, 2015**.
- **Students should complete their required 350 clinical hours by the last day of classes as per the University calendar.**
- Program completion date is April 30, 2015.
- Students may NOT work as a Graduate Nurse until after the program completion date listed above **AND** have obtained a practice permit from CARNA. Students are permitted to work as an Undergraduate Nurse prior to the program completion date if the preceptorship has been completed.

PRACTICE ORIENTATION

The first week of the course is designated time for sessions on professional topics with faculty and guest speakers. These sessions are **mandatory**. Please refer to student orientation schedule posted on Moodle.

REQUIRED RESOURCES

Texts/Journals

None required

Online

Online Learning Modules and Discussion Forums on Moodle. <https://moodle.uleth.ca/>

RECOMMENDED RESOURCES

Texts/Journals:

CARNA. (2005). *Standards for supervision of nursing students and undergraduate nursing employees providing client care*. (Including *Appendix A: Restricted activities authorized for CARNA regulated members* and *Appendix B: Regulations for students performing restricted activities*). Retrieved from <http://www.nurses.ab.ca/Carna/index.aspx?WebStructureID=2228>

CARNA. (2013). *Practice standards for regulated members with CNA code of ethics for registered nurses (2008)*. Retrieved from http://www.nurses.ab.ca/Carna-Admin/Uploads/Practice_Standards_Code_Ethics_2013.pdf

CARNA. (2006). *Entry to practice competencies for the registered nurse profession*. Retrieved from <http://www.nurses.ab.ca/Carna/index.aspx?WebStructureID=4206>

Online:

Alberta Heritage Fund for Medical Research Ethics Screening Tool <http://www2.ahfmr.ab.ca/arecci/>

American Psychological Association <http://www.apastyle.org/>

Canadian Health Services Research Foundation <http://www.chsrf.ca/>

Canadian Nurses Association http://www.cna-nurses.ca/cna/default_e.aspx

Canadian Nurses Association NurseOne portal <http://www.nurseone.ca>

College and Association of Registered Nurses of Alberta <http://www.nurses.ab.ca>

Drug information and interactions <http://www.drugs.com>

Laboratory test information <http://labtestsonline.org>

Physical Assessments <http://meded.ucsd.edu/clinicalmed/>

SYSTEM REQUIREMENTS

All practice courses require students to have access to the Internet. The syllabus and resources, including documents, videos and links, are posted on the Moodle site: <https://moodle.uleth.ca/>. If students are having difficulty with Moodle, they should call John Kometz at the Curriculum Re-Development Centre (CRDC): 403.382.7146. If students are having difficulty with Internet access, they should call the IT Solutions Centre at 403.329.2490.

PRACTICE COURSES REQUIREMENTS

ITEM	DUE DATE	HOW	TRACKED BY
AHS Confidentiality Module	Annual	Completed copy to M3083 or emailed	Wendy Herbers
AHS General Student Orientation	Annual	Completed copy to M3083 or emailed	Wendy Herbers
Anaphylaxis Module	Annual	Moodle 90% to pass	Wendy Herbers
Baxter IV Pump	Annual	Moodle/Self	Wendy Herbers/SHC
Blood Administration Module	Annual	Moodle 90% to pass	Wendy Herbers
CPR-HCP	Annual	Photocopy to M3083 or emailed	Wendy Herbers
EMR	Annual	Self	Wendy Herbers
Influenza/H1N1 Vaccinations	Annual	Photocopy to M3083 or emailed	Wendy Herbers
It's Your Move	Annual	Moodle/Self	Wendy Herbers/SHC
IV Management Exam	Annual	Moodle 90% to pass	Wendy Herbers
Medication Calculation	Every Semester	Moodle	Moodle/Practice Instructor
N-95 Mask Fitting	Bi-Annual	Self	Wendy Herbers
WHMIS	Annual	Moodle	Wendy Herbers

ADDITIONAL PRACTICUM DETAILS

Changes to Schedule

- If a student is ill or must miss a shift, the Preceptor is to be notified as early as possible prior to the shift and the Faculty Advisor is to be notified within the week. **Time missed will be made up during the term.**
- Any changes to shift schedule must be communicated to the Faculty Advisor as early as possible.
- Students must work the schedule of their Preceptor(s), and may not create their own schedule to accommodate other employment, etc.

Education Hours

- Up to 16 hours of practice hours credit may be given for workshops related to your practice setting. **Education hours must be negotiated and approved by your Faculty Advisor and Preceptor.**

Ad Hoc Practicum Experiences

- Refer to the *Guideline: Ad Hoc Practicum Experiences* on the NESAs website for Ad Hoc practicum experiences guidelines.

Clinical Practice Procedures

- In general, students can perform any skill when the following have been met:
 - They are knowledgeable and competent to participate in the skill;
 - They are appropriately supervised by a Registered Nurse; and
 - Agency policy permits a student to perform the skill. Always check agency policy. There are frequent changes occurring due to health region restructuring in Alberta. Out of Province placements have different nursing legislation and agency policies.
- Certifications for special nursing procedures may be pursued during the rotation when they will enhance the student learning experience. **Certificates can only be pursued if they are consistent with agency policy for nursing students.**

- Certification in a procedure as an Undergraduate Nursing Employee is NOT applicable in the role of a Year Four nursing student.
- Students may not obtain verbal orders and/or telephone orders from a physician.

Tips for Success

- Students working shift work should explore the implications for entry to the health facilities and access to food services.
- Students are advised to take their textbooks with them to use as resources during the practicum experience.
- Students are advised to think aloud when making decisions to afford the preceptor insight into the student's clinical knowledge, and to facilitate the development of the preceptor's trust.
- Prompt discussion of minor concerns often prevents the development of larger problems. Maintain honest and open lines of communications with your Nurse Preceptor and Faculty Advisor at all times.

KEY DATES: Spring 2015

January 7:	Custom lab requests
January 8-9:	Course orientation, meetings with Faculty Advisor, tutorials and nursing skills laboratory sessions (see orientation schedule for details). Student contacts preceptor AFTER notice from Faculty Advisor, to arrange meeting with RN before first shift, and obtain rotation schedule. Requirements (as per table above) MUST be met before entry into practice settings.
Wednesday, January 14:	First possible scheduled shift for all students ***Contact information for student and preceptor due prior to the start of the first shift***
Week of January 12 & 19:	First meeting with Faculty Advisor and Preceptor
January 28:	Draft Learning Plan due
February 6:	Final Learning Plan due
February 13:	Reflective journal #1 due
February 16 - 21	Reading Week
Week of February 23:	Mid-term evaluation meeting with Faculty Advisor and Preceptor
March 23:	Reflective journal #2 due
Week of March 29:	Final evaluation meeting with Faculty Advisor and Preceptor
April 3 & 7	Statutory Holidays
April 18:	Completion of scheduled shifts
April 18:	Documents due to Faculty Advisor: <ol style="list-style-type: none"> 1. Log of Preceptor Hours 2. Clinical Evaluations (Preceptor evaluation) signed by student, Preceptor and Faculty Advisor 3. Completed learning plan
April 30, 2015	Official completion date of BN Program.

PRACTICE ASSIGNMENTS AND EVALUATION

The practice experience, assignments and evaluation related to the practice course will be graded either a “pass” or “fail”. All assignments are compulsory and will be included in the NESAs BN Program’s practice evaluation tool; thus they will be considered when assigning a grade for the course. All written assignments must demonstrate scholarly writing.

1. Learning Plan

Students are to submit a Learning Plan to their Faculty Advisor. Students are to use the NESAs Learning Plan template, which is located on Moodle. A Learning Plan exemplar is also located on Moodle.

It is suggested that each student follow the 9 steps to develop his or her learning plan. These steps are outlined in greater detail in the Learning Plan PowerPoint, which is located on Moodle. The steps in learning plan development include:

1. Engage in practice experience reflection
2. Identify learning needs (goals)
3. Identify the CARNA Practice Standard Indicator
4. Develop specific learning objectives
5. Identify learning activities and strategies
6. Identify evidence of learning
7. Discuss learning plan with Nursing Preceptor and Faculty Advisor
8. Implement learning plan
9. Ongoing, frequent reflection on learning

The required components of this assignment are:

1. **Cover Page** – Please provide your Preceptor, your Faculty Advisor, and yourself with the following essential information on one page:
 - Student name, home phone number during the rotation, e-mail address.
 - Nurse Preceptor name, home phone number, e-mail address.
 - Name, telephone number, and mailing address of practice setting, including daily start and end times of shifts in that setting.
2. **Learning Plan Template** – This is available on Moodle.
 - The Learning Plan will include a minimum of **two broad goals** that are supported by *at least three learning objectives* that address *knowledge, skill* and *attitude* learning needs.
 - Each *goal* will be correlated to a CARNA Nursing Practice Standard Indicator(s).
 - Each goal should demonstrate depth of learning with measurable learning objectives and clearly described learning resources and activities.
3. **Shift schedule for the ten-week rotation** (available on Moodle) will be submitted with the draft Learning Plan if it has not already been submitted.
 - It is not unusual that the first schedule submitted will be missing some of the required shifts.
 - Revisions made to the schedule during the term are to be submitted to the Faculty Advisor as soon as possible.

Submission

- A draft of this learning plan is due to the Faculty Advisor by **January 28, 2015**, or as negotiated with your Faculty Advisor. It is important that your learning goals are discussed with your Nurse Preceptor to optimize the learning opportunities during the preceptorship.
- The revised learning plan will be submitted to the Faculty Advisor **and** the Nurse Preceptor by **February 6, 2015**, or as negotiated with the Faculty Advisor.
- **You may be required to amend and re-submit** your Learning Plan until it meets the expectations of your Faculty Advisor.
- **Failure to meet the learning plan component of the course will mean a failure in NURS 4750.**
- The Learning Plan will be used as a framework for discussion at both the mid-term and final evaluation meetings.

- Revisions to the learning plan may be made at the mid-term as agreed upon by the student, Faculty Advisor and the Nurse Preceptor.

Due Dates **January 28: Draft Learning Plan**
 February 6: Final Learning Plan

2. Reflective Learning Journal

Students are to submit a total of **two** learning journals to their Faculty Advisors; one of these is to be submitted prior to the mid-term evaluation. Students are to use the Reflective Learning Journal template, which is located on Moodle.

- The **first reflective learning journal** provides an opportunity to demonstrate integration and application of theory or evidence through a *critical analysis of a significant experience(s) occurring during the preceptorship* with discussion describing how and if the experience(s) influenced, changed, or reinforced your knowledge, skills, attitudes related to your professional nursing practice. In the first journal you will incorporate a framework, a theory, or evidence as a basis for analysis. Examples of frameworks or theories include the CNA Code of Ethics, the policy and procedure manual, a nursing theory, or evidence from a peer-reviewed article.
- The **second reflective journal** of the final practice consolidation experience is primarily a bridge between the completion of the nursing program and the commencement of professional nursing practice (Young & Paterson, 2007). This final journal provides an opportunity to *critically and analytically reflect on the growth and development of your nursing knowledge skills and attitudes*, and to question your own assumptions and readiness for professional nursing practice. It is also expected that you will incorporate a framework, a theory, or evidence into your second reflection. Examples of frameworks or theories include the CNA Code of Ethics, the policy and procedure manual, a nursing theory, or evidence from a peer-reviewed article.
- A detailed list of activities or accomplishments is NOT required and will not be accepted as a reflective journal submission.

Submission

- E-mail communication and written assignment submission – as negotiated with your Faculty Advisor.
- **You may be required to revise, re-submit, and/or engage in ongoing dialogue** with your faculty advisor to meet the expectations of the assignment.

Due Dates **February 13 & March 23, 2015.**

3. Competence in Practice

Feedback from the Nurse Preceptor and health care team, as well as student achievement of learning plan goals and objectives, will be used for evaluation of practice performance. The student is expected to complete a self-evaluation using the NESAs BN Programs Practice Evaluation Tool, providing written examples of observable professional performance in practice to substantiate rating scores under each category.

The Mid-term and Final Evaluation meetings will be arranged by the Faculty Advisor in consultation with the Nurse Preceptor and Student.

a) Formative Evaluation:

Open communication between the student, Nurse Preceptor, and Faculty Advisor will ensure that all participants understand the course expectations and expected competencies in a specific practice area. By the end of this Senior Practicum course, Year Four students are expected to function at a beginning practitioner level (i.e., prior to any specialized education that would prepare graduates for practice in a specific clinical area).

It is important that each student has the opportunity to receive ongoing feedback about his/her performance, including specific examples of strengths and areas for improvement. Specific strategies for

improvement should be documented in the evaluation guide and addressed. Each student should actively participate in the evaluation process by reflecting and documenting on specific situations that clearly indicate how he/she is progressing in terms of the course objectives and personal learning objectives.

b) Summative Evaluation (Determination of Final Grade):

The Nurse Preceptor plays a crucial role in advising the Faculty Advisor as to the progress of the student in meeting the course objectives. The Faculty Advisor is responsible for obtaining sufficient evidence from the Nurse Preceptor, student, and other appropriate participants in the practice course to determine whether the student has satisfactorily met the course expectations.

The decision as to whether a student has successfully completed the requirements for a satisfactory clinical evaluation and passing grade remains the responsibility of the Faculty Advisor.

****NB: MARGINAL PERFORMANCE (RISK OF FAILING GRADE):**

If a Nurse Preceptor determines that a student's clinical performance is unsafe or at a marginal level, the Faculty Advisor will be notified as soon as possible. Documented evidence of marginal performance (i.e., examples of specific incidents) is to be attached to the midterm evaluation form when concerns are identified early in the term. The Faculty Advisor will arrange a meeting with the Nurse Preceptor and the student to review the marginal performance and to determine the course of action. A team approach will be used for dealing with student clinical difficulties/concerns with a focus on supporting students in working toward satisfactory clinical performance. It is the responsibility of the Faculty Advisor to inform the student when there is a perceived risk of a failing performance in the Self-Directed Learning components of the course.

The NESA Practice Enhancement Plan (PEP) will be used to document the student's performance, identify the supports available for student improvement, and the behavioural changes that must occur to pass the course. If these PEP expectations are not met, the student will receive a failing grade in the Nursing 4750 course.

Faculty Advisors may require a student to leave a practice setting at any time if, in the opinion of the Faculty Advisor, the student's practice threatens client safety or is disruptive to client care. According to the University of Lethbridge Calendar, Faculty of Health Sciences, Academic Standards (Section 6c) and Standards of Professional Conduct (Section 7), students are subject to the general rules and regulations of the agencies within which they are affiliated during practicum experiences. Students may be required to withdraw from the practice setting for professional misconduct. Serious violations of the standards of professional conduct may result in a student being disciplined, including being suspended or expelled from the NESA Program. A student disciplined in this way may appeal under Part 4 – Academic regulations, Section 4a (2).

If there is a disagreement between student, Preceptor and/or Faculty Advisor that cannot be resolved, the Course Leader and, perhaps, the Practice Course Coordinator, Tracy Oosterbroek, should be contacted regarding the issue. In addition, the Dean of Faculty of Health Sciences may also review the case to determine whether, and under what conditions, the student may return to the practice setting.

GENERAL GUIDELINES FOR ASSIGNMENTS

All written assignments are the original work of an individual student. Using the work of others in assignments without appropriate recognition (citation) constitutes the academic offense of plagiarism and could result in a failing grade for the course (see academic calendar under student discipline for further information).

In accordance with university regulations on duplication, "no student shall submit in any course or program of study, without both the knowledge and approval of the person or persons to whom it is submitted, all or a substantial portion of any academic assignment for which credit has previously been obtained or which has been or is being submitted in another course or program of study in the University or elsewhere". (U of L 2014/2015 Calendar, p. 78).

The correct application of APA (2010) guidelines is a consideration in the evaluation of written assignments. All papers, in accordance with APA guidelines, should be typewritten double-spaced, on unlined paper, with a minimum of 1-inch (2.5 cm) margins all around. Include a title page, reference list,

and appendices (if needed). It is strongly recommended that you familiarize yourself with the format particularly in relation to the use of quotations, abbreviations, headings, and how to correctly cite various sources. Chapter 3 (Writing Clearly and Concisely) (pp. 61-86) in the APA manual (6th ed.) can be helpful in the development of a scholarly writing style.

Refer to Part 4: Academic regulations, policies and program requirements in the University of Lethbridge calendar for further information.

EVALUATION

All practice courses are evaluated on a **pass/fail** basis. Evaluations will be conducted at mid-term and end of term. Students are expected to prepare a self-evaluation. The NESA BN Program's Practice Evaluation Tool (2010) will be used for the evaluation.

GRADING

Pass / Fail

LATE PAPERS/ASSIGNMENTS

All papers and assignments must be submitted by the beginning of clinical on the due date **UNLESS AN ALTERNATE DUE DATE HAS BEEN ARRANGED WITH THE FACULTY MEMBER** at least 48 hours in advance of the scheduled due date, at the instructor's discretion.

A late (date and/or time) paper or assignment will be assessed a five percent (5%) decrement for each day it is late, including holidays and weekends up to a maximum of 14 calendar days, after which a grade of zero will be assigned. All papers will be initially graded according to the assignment's original marking guideline, then the mark will be reduced by 5 percentage points per day.

Assignments can be submitted in paper and/or electronic format as stipulated by the course instructor.

If an assignment is to be submitted late and on a holiday or weekend then an electronic copy should be submitted to the instructor as soon as possible. An identical paper copy must be submitted (unless alternate arrangements are made) on the first working day following the holiday or weekend. If the paper copy is submitted to the instructor on the next working day then the calculation of penalty will apply to the submission of the electronic version.

Refer to Part 4: Academic regulations, policies and program requirements in the University of Lethbridge calendar for further information.

PLAGIARISM STATEMENT

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ATTENDANCE POLICY

Purpose:

Every day in nursing practice provides an opportunity to learn about human interactions, disease processes, health promotion or human response to health and illness. Nursing students are expected to be prepared for and able to perform the essential functions of the nursing role as assigned in the lab or nursing practice placements in order to graduate. Absence from required practice hours may impact a student's ability to meet course objectives/outcomes. In order to support optimal student learning and to meet professional program requirements, **attendance in all assigned practice days is required.**

Consistent with the Code of Ethics (Canadian Nurses Association, 2008), nursing students are expected to demonstrate accountability and integrity. Attendance in nursing course work is a matter of professional conduct.

The Nursing Practice Standards (College & Association of Registered Nurses of Alberta, 2005) also state that a nurse must ensure his/her "fitness to practice" (p. 5). Accordingly, the Student Placement Agreement (2011) with our clinical partners defines this concept for students (see below). There may be

numerous conditions or changes in health status that can compromise your fitness to practice. Some examples may include: a newly diagnosed medical condition, or a pregnancy. When you become aware of such conditions or changes in health status, it is important for you to discuss the potential implications for your own health and safety or the health and safety of others with your clinical instructor, and with the Practice Coordinator.

Definitions:

“Nursing practice” in this policy means all lab components, activities and scheduled hours/shifts assigned for the development of the competencies required for the professional practice of a bachelor’s degree prepared registered nurse.

“Absence” means a student is unable to be physically present to engage in the scheduled/assigned nursing practice activities for a course.

“Fitness to Practice: Congruent with the CARNA Nursing Practice Standards related to fitness to practice for registered nurses “fitness to practice means the physical, mental and emotional capacity to practice safely in accordance with the placement” (SPA, 2012, p. 2).

Policy Statements:

1. Attendance at all scheduled components associated with nursing practice courses is required. Students who miss practice days are at increased risk for not successfully completing a nursing practice course.
2. Due to unforeseen circumstances, scheduled practice experiences may be changed or rescheduled (e.g., due to ward closure). Clinical faculty will notify students as soon as possible of any change in scheduled practice hours/shifts.
3. Winter driving in Alberta can be hazardous as a result of decreased visibility, poor road conditions and decreased vehicle performance. It is important to evaluate road conditions and consider not traveling if conditions are poor.
4. When an absence occurs (e.g., due to illness), it is the student’s professional responsibility to notify the clinical instructor at least 30 minutes before their nursing practice is scheduled to begin.
5. A note from a health professional may be requested for an absence due to illness or injury, or any other condition that may affect the student’s ability to successfully complete the program.
6. Travel, social, and recreational activities will not be accepted as valid or professionally justifiable reasons for absence from scheduled nursing practice.
7. It is each student’s responsibility to plan any scheduled commitments outside of the “term dates” listed in the academic calendars of the Lethbridge College and the University of Lethbridge.
8. Cumulative practice hours will be tracked in relation to standards (e.g., employer standards for the minimum practice hours required for employment as an undergraduate nurse).
9. Absences due to bereavement will be addressed on an individual basis by the Practice Course Lead/Coordinator in consultation with the Chair/Associate Dean.
10. Requests for absences may be subject to review and approval by the Dean or designate.
11. A Practice Enhancement Plan may be initiated by an instructor/professor for any student with an absence from a nursing practice course. A Practice Enhancement Plan is designed to support student success in meeting practice course requirements and outcomes.

Refer to the 2014/2015 BN Programs NESAs Student Handbook for further information.

LEAVE OF ABSENCE

Request for LOA shall be made in writing to the Dean at the respective institution. All such leaves will be considered on an individual basis. All leaves of absence will be assessed on an individual basis by the Dean at the respective institution to determine the need for the student to complete makeup days. The student should be aware that a leave of absence may necessitate a delay in writing CRNE exams.

NESA STUDENT UNIFORM/DRESS POLICY

Ethical Principles Underlying the NESAs Student Dress Policy:

It is the responsibility of the students to assure that they present themselves appropriately during clinical practica. Principles include:

- Do no harm – It is the responsibility of students to comply with the dress code in order to minimize risk of infection. For example, evidence suggests that gel nails present an increased risk of infection. Further, dark nail polish reduces visibility of the nail tip for adequate cleaning.

- Respect for persons – It is the responsibility of students to respect the dignity of persons. Student personal attire should not offend clients (e.g., no low cut, revealing clothing and covering extensive tattoos).
- Diversity – It is the responsibility of students to respect the diversity by gender, culture, age, sexual orientation etc. Student personal attire should not offend clients (e.g., no low cut, revealing clothing and covering extensive tattoos).
- Autonomy – It is the student's responsibility to be appropriately attired for the setting of practicum placements. Student self-determination and self-expression must be balanced against the professional ethical principles of doing no harm, and respect for the dignity and diversity of all persons.

Principles for the Regulations of the Dress Code:

- Complies with Occupational Health and Safety standards
- Complies with the No Scent Policy
- Complies with the standards of the applicable health organization for all clinical practica.
- Requirements for appropriate dress include:
 - **The NESAs name tag must be worn by all students.**
 - **A clean white lab coat must be used to cover street clothing for all students entering health care facilities to prepare for practica (unless otherwise directed).**
 - **Hair pulled back from the face (as appropriate for clinical settings)**

SUPERVISION OF STUDENTS IN CLINICAL PRACTICE

Nursing students in a NEPAB approved nursing education program that leads to entry-to-practice as a registered nurse are not regulated by the College and Association of Registered Nurses of Alberta [CARNA], and are therefore considered unregulated workers under the Health Professions Act [HPA] (2000) (CARNA, 2005). As unregulated workers, baccalaureate nursing students are only able to perform restricted activities if a regulated member of the profession (i.e. a registered nurse) consents to and supervises them in the performance of the restricted activity (CARNA, 2005).

“Restricted activities are regulated health services which have been identified as involving a significant degree of risk to the public. They are also activities that demand specific competencies on the part of the person performing them” (Alberta Health & Wellness, 2000, p.12). Further details regarding restricted activities can be found in Schedule 7.1 of the Government Organization Act (GOA), and Appendix C of the CARNA document, “*Standards for Supervision of Nursing Students and Undergraduate Nursing Employees Providing Client Care*”.

“Supervision is defined as consultation and guidance by a regulated member of a regulated health profession in the practice setting. The nursing student...is responsible for requesting consultation or guidance from the regulated member when they need assistance. Supervision may be direct, indirect, or indirect remote:

- Direct** supervision means a regulated member is present in the practice setting at the point of care. This means that the regulated member is providing supervision “at the side of” the nursing student...
- Indirect** supervision means that the regulated member is available for guidance and consultation, but is not directly at the side of the nursing student... This means that the regulated member is readily available in the unit or in the same location where the care is being provided. In community health settings, being readily available in the same location where the care is being provided would mean that the regulated member is physically present in the clinic setting...
- Indirect remote** supervision means that the regulated member is available for consultation and guidance but is not physically present in the location where the care is being provided but is able to be contacted through the use of technology...telephone, pager or other electronic means when the nursing student...needs verbal assistance or guidance in providing client care.” (CARNA, 2005, p.2).

NESA students may practice under all these levels of supervision during the delivery of clinical courses, as determined by their nursing instructor or registered nurse preceptor. The decision regarding the appropriate level of supervision will be made in consultation with the nursing student(s) and will take into consideration the student's competencies and the activities in which the student will be engaged. Supervision in agency settings will generally be direct or indirect; however, community project clinical supervision will frequently be provided at the indirect remote level. When participating in a community project clinical experience, the clinical instructor will be available by cell phone at all times and will frequently, but not always be in attendance at the agency. *Please note that students should not engage in any independent restricted activity that they are not competent and confident in performing regardless of the assigned level of supervision, and should request additional supervision from their instructor/preceptor if they feel they require it. Furthermore, students are expected to display professionalism and accountability at all times while in the clinical practice environment.*

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766, <https://www.uleth.ca/ross/accommodated-learning-centre/> to set up an appointment. After registering with the Accommodated Learning Centre your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COPYRIGHT STATEMENT

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

REFERENCES

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