



Western
Arthur Labatt Family
School of Nursing



FANSHAWE
School of Nursing

Professional Practice 4: Integrative Practicum

N4461 W/X

Clinical Advisors:

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N4461 W/X – Professional Practice 4: Integrative Practicum

Calendar description: This course allows students to work with a preceptor to synthesize knowledge and experience gained throughout the program. Students will focus on gaining proficiency in evidence-informed practice, developing leadership skills and independence, and creating an individual philosophy of practice.

Expanded description: This is a 2.0 FCE course with academic and professional practice components. The student is supported by a Clinical Advisor (faculty) and in the practice setting will have a Registered Nurse preceptor. Academic learning experiences throughout the term include varied reflective practice activities. The professional practice experience itself is to a **maximum** of 456 hours (38 x 12hr shifts or 57 x 8hr shifts) inclusive of mandatory orientation, between September 5 – December 5, 2019. Shifts may commence as early as September 6, 2019 depending on site-specific orientations. In some cases, shifts cannot begin prior to the completion of a site-specific orientation. Students function as contributing members of interprofessional health teams, integrating nursing knowledge and skills, to further develop their professional responsibility and identity. Students must meet all course requirements in order to receive a passing grade. Success in this course includes consistent attendance in professional practice, completion of all academic work as designated, and satisfactory professional practice performance as determined by the student, the preceptor, and the Clinical Advisor. By the end of the course, students will meet the College of Nurses of Ontario *Competencies for Entry-Level Registered Nurse Practice* (2014).

College of Nurses of Ontario (2014). *Competencies for Entry-Level Registered Nurse Practice*. Toronto: Author. <http://www.cno.org/news/2014/01/rn-competencies-document-revised/>

Course Goals:

1. Practice ethical, knowledge-based nursing from a strengths-based and evidence-informed perspective in a variety of settings and contexts, and with diverse client populations across the life span.
2. Be reflective, inquisitive, self-evaluative, responsible, and accountable with a commitment to lifelong learning.
3. Demonstrate the use of principles of patient safety and quality care and exercises clinical judgment appropriate to the needs of diverse patients.
4. Develop effective collaborative and therapeutic nurse-client relationships.
5. Develop effective and collaborative relationships within nursing and the interprofessional team members.
6. Incorporate scholarship and critical reflection into own learning and nursing practice.

7. Critically reflect upon the future of nursing practice at professional, social, and political levels through participation in online discussions and in one's own nursing practice. This includes reflection on the transition from student to Registered Nurse.

8. Meet the professional requirements as outlined in the College of Nurses of Ontario *Competencies for Entry-Level Registered Nurse Practice* (2014)

<http://www.cno.org/news/2014/01/rn-competencies-document-revised/>.

Major Concepts in the course:

- Resilience
- Self
- Time/Transitions
- Health and Healthcare Policy
- Health System
- Professionalism: Accountability, Self-Regulation
- Critical Reflection
- Evidence-Informed Practice
- Patient Safety/Quality Care
- Political Influences
- Collaboration
- Advocacy
- Leadership

Competencies for entry-level Registered Nurse practice (CNO, 2014) addressed in the course:

- Professional Responsibility and Accountability (#1-23)
- Knowledge-Based Practice (#24-74)
- Ethical Practice (#75-86)
- Service to the Public (#87-94)
- Self-Regulation (#95-100)

Interprofessional Competencies (CIHC, 2010) addressed in the course:

- Role Clarification
- Collaborative Leadership
- Interprofessional Communication
- Team functioning

Nursing Informatics Competencies (CASN, 2015) addressed in the course:

- Information and Knowledge Management
- Professional and Regulatory Accountability
- Information and Communication Technologies

This course provides students with opportunities to synthesize the knowledge and skills acquired throughout the BScN program in nursing with clients in point-of-care practice settings. Locations of practice vary widely, from acute care to community, children to older adults, intensive to chronic care. This course enables students to meet the College of Nurses of Ontario *Competencies for Entry-level Registered Nurse Practice* (2014) required for beginning professional nursing practice.

How this course will contribute to development as an interprofessional team member:

As placements vary, so do opportunities to work as a member of an interprofessional team. Regardless of the context, students are required to collaborate with others to be a contributing team member within the role and scope of practice of a Registered Nurse. Students are expected to work collaboratively and capitalize on opportunities to experience the real world work environment and the dynamics inherent in being a contributing member of the practice area's team.

Working together:

Each student has a Clinical Advisor who supports the student/preceptor(s) through placement site visits, telephone and electronic communication. The Clinical Advisor receives all academic assignments, provides feedback to the student and assigns a Pass/Fail grade in the Assignment section of the course site. Students are accountable for daily check-ins to the course site to ensure they are up to date with correspondence from the Clinical Advisor. To ensure the continuity of the communication between student and Clinical Advisor, a **Touch Base Tuesday** requirement is included in the Assignment tab. Each Clinical Advisor will inform the students in his/her group the format this will take.

On September 5, 2019 students will meet with the Course Coordinator and Clinical Advisors for a course orientation. **Attendance at the course orientation is mandatory unless you have been notified of a corporate/agency orientation scheduled for that day.** There will be a large group session in the morning, and a break-out session in the afternoon with your Clinical Advisor and other students assigned to this group.

As well, each student has a nurse-preceptor as a mentor throughout the practicum with whom to share their learning journey. In some cases, students may have more than one preceptor. The preceptor(s) assumes a teaching/coaching role to enable students in achieving the course goals related to professional practice. The Clinical Advisor is available for consultation regarding students' progress and concerns.

Completing Professional Practice Hours

Students will work the schedule of their preceptor(s) which must include at least two or three consecutive days of professional practice weekly. This ensures continuity of care for clients and optimal opportunities for students to achieve course goals and develop their knowledge. Any school or agency-required orientation or learning activities count towards total hours of this course.

This course requires 456 hours (38 x 12hr shifts or 57 x 8hr shifts) of professional practice experience, inclusive of the mandatory orientation(s). **It is important that students prioritize time working with their preceptor in direct client care in the assigned practice placement area and not visit other practice areas for observation experiences.** Students are encouraged to further their own learning independently as expected of all Registered Nurses. Time spent participating in activities that are *not* part of the day to day unit activities/job description of the preceptor or part of mandatory orientation is *not* counted towards hours for course completion. Students must ensure appropriate permissions have been obtained for independent learning activities that are not part of this course. A student attending such activities does so as a member of the public, not as a student of the university. From client safety and personal health perspectives, students are advised to not exceed the regular number of consecutive shifts assigned in the practice setting (ie. No more than 4 consecutive 12 hour shifts or 5-7 x 8 hour shifts)

Work schedules are submitted electronically as directed by the Clinical Advisor using the editable calendar template provided on the N4461-000 course site. Be sure this notes which shifts you are scheduled for. **Please submit the first schedule no later than September 19, 2019** into the Assignment dropbox of the section to which you have been assigned. Any subsequent changes to the work schedule must be submitted to the Clinical Advisor in a timely manner. This is essential so that the Clinical Advisor can arrange visits and other contacts with students and their preceptor(s). Given the variability of preceptors' schedules, students are responsible for ensuring that they complete the required professional practice hours by the end of term.

To keep track of shifts and the cumulative total of hours, students must enter their weekly schedule and create a running total on the Professional Practice Collaborative Evaluation (PPCE) document. When the PPCE is submitted to the Clinical Advisor (Oct 10, Nov 7 & Dec 5), the student and preceptor will verify by way of highlighting the due date, that the shifts and cumulative total of hours is correct. The student must print off the entire PPCE for hard copy signatures at the end of the term. The face page must be completed, which includes full signatures on the face page and initials of the student and preceptor on every page of the document. This signed document must be delivered to the School of Nursing by **December 5, 2019**. Faxed or electronic copies are not accepted. Notification to the College of Nurses of Ontario to verify course completion will not occur until satisfactory completion of professional practice hours, course work is completed satisfactorily, and all documentation has been received at the School of Nursing. A printed copy of the calendar noting shifts worked, shifts missed or switched, and where any missed/switched shifts have been made up must accompany the final print version of the Professional Practice Collaborative Evaluation document and will become an official document in the student's file.

There are no extensions to the weeks of the course. All practicum hours must be completed by December 5, 2019.

The focus of most practice partners for the Integrative Practicum is in the development of excellent client assessment and clinical judgement. At any time – as a nursing student or as a Registered Nurse, current legislation and agency policy must guide the decision to perform a procedure or skill. If agency policy permits students to perform a unit-specific skill, and if the preceptor is satisfied with student progress, the student can be recommended for the required learning. It is the student's responsibility to attain the requisite knowledge needed for the skill. Students should have opportunities, with the support of a preceptor, to engage in all activities expected of a beginning nurse on their assigned unit.

The dress policy as located on pp. 11-12 of the Undergraduate Programs' Manual (Academic Policies) will guide how students dress throughout this placement. This manual can be located on the Undergraduate Student Information site in OWL.

Required Resources and Texts

Required: None

Recommended: In preparing to safely care for clients, it is valuable for students to refer to resources and texts that have been required across the program.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed., revised). Washington, DC: American Psychological Association.

Opportunities to Demonstrate Learning

Students engage in both academic and professional practice learning opportunities in this course. The academic activities are designed to contribute to an ongoing development of critical thinking and reflection that are cornerstone elements of professional nursing practice. The academic learning activities include online discussions, written reflections on practice events and a philosophical reflection of nursing. Feedback is provided by peers (online discussions) and the Clinical Advisor (written reflections and philosophical reflection of nursing).

Professional Practice Collaborative Evaluation:

Due: Oct 10, Nov 7, & Dec 5, 2019

Professional practice evaluation is an ongoing, interactive and collaborative process between preceptor and student, involving honest, open, and clear communication. Therefore, students are active partners in the evaluation process and are expected to demonstrate initiative in the evaluation of their practice. Formative evaluation (occurring day-to-day, moment-to-moment) allows for learning and knowledge and skill development. As preceptors provide feedback, students reflect on their experience and adapt their practice to grow professionally. The Clinical

Advisor reviews the written evaluation document, visits the student and preceptor(s) and is available for consultation to the evaluative process.

Course/Learning Goals:

The course goals provide a broad framework upon which a student can be evaluated, however, students will also be expected to establish individual learning goals that reflect their unique learning needs to meet CNO (2014) entry-level competencies as well as learning opportunities that exist in the practice setting of the placement. The individual goals will be documented in the narrative section of the Professional Practice Collaborative Evaluation document, using the SMART goal format (see Resource tab in Evaluation folder on the N4461X-000 site).

Documentation of progress on course goals is completed by the student after each stretch of shifts (typically 4 x 12hr shifts or 5 x 8hr shifts). This document is based on work developed by Lasater (2007) [and adapted with permission] that uses Christine Tanner's (2006) Clinical Judgment Model. There are four broad dimensions that include *effective noticing*, *effective interpreting*, *effective responding* and *effective reflecting*. *Effective noticing includes*: focused observation; recognition of deviations from expected patterns and information seeking. *Effective interpreting includes*: prioritizing data and making sense of data. *Effective responding includes*: calm, confident manner; clear communication; well-planned intervention/flexibility and being skillful. *Effective reflecting includes*: evaluation/self-analysis and commitment to improvement.

The student makes weekly entries, which the student and preceptor must review on a regular basis. The preceptor makes entries **three times** during the course. Ratings/comments are to be submitted electronically to the Clinical Advisor after each point in time the preceptor has added his/her ratings and comments. In the case where a student, preceptor, or clinical advisor is concerned about the student's competence or the student's ability to achieve a satisfactory grade in the time allotted, a Collaborative Success Plan (CSP) will be initiated. This form is available in the Resource tab on the N4461X-000 site in the Evaluation folder. All three parties will meet to discuss the concern and agree on the components of the CSP including the plan for improvement. The CSP will be reviewed according to the agreed upon timeline. If there is concern that the components of the CSP are not being met, the Course Coordinator must be informed. Students must meet the goals of any existing CSPs to achieve satisfactory on their PPCE to complete the course. Students must be in the 'Accomplished (3) or Exemplary (4)' levels to be rated 'Satisfactory' by the end of the course.

Lasater, K. (2007). Clinical judgment development: Using simulation to create an assessment rubric. *Journal of Nursing Education*, 46, 496-503.

Tanner, C. A. (2006). Thinking like a nurse: A research-based model of clinical judgment in nursing. *Journal of Nursing Education*, 44(6), 204 – 211.

Assignment #1: Reflective Practice Reviews (RPRs)**Due: Twice per term** (*opposite to when Online Discussions are occurring*)**Groups 1 & 2: Sept 26 & Oct 31****Groups 3 & 4: Oct 17 & Nov 14**

Using the *Guide for Reflection* found on the N4461-000 course site in the Resources tab, students will write a 2-3 page double-spaced reflection based on an occurrence from your current professional practice placement. At least 2 scholarly **nursing** references published within the past 5 years will be integrated into the reflection. Be sure the sources you select are published in nursing journals – the databases hold more than nursing journals. In addition to the requirement for scholarly nursing sources, a student may also refer to Grey literature sources. See the Western Libraries for more information about Grey Literature at <http://guides.lib.uwo.ca/nursing>. APA (2010), 6th edition, rev. guidelines will be followed. It is imperative that insight into the situation and how reflection upon it will change your practice are evident in your writing. Assignments must be submitted through Turnitin to the Assignment dropbox in the N4461X section to which they are assigned. Students will address Clinical Advisor feedback requiring attention as outlined by the professor.

Assignment #2: Online Discussions**Due: Twice per term** (*opposite to when RPRs are due*)**Groups 3 & 4: Sept 26 – Oct 3 & Oct 24 – Oct 31****Groups 1 & 2: Oct 17-24 & Nov 14-21**

Group members meet each other at orientation. During orientation, groups create a team charter to guide participation in the on-line group discussions. Groups also negotiate leader and summarizer responsibilities for each discussion session. Each group member takes a turn as either a topic and discussion leader OR discussion summarizer. Online discussions take place in the Forums tab in the N4461 section to which students are assigned. Only group members and the Clinical Advisor have access to the group's forum section. Posts must meet course expectations, including proper referencing. At least 1 scholarly **nursing** reference published within the past 5 years must be integrated in the discussion. Students who do not actively engage in a timely way (minimum of 1 substantive post prior to midnight of the 4th day and minimum 1 substantive post past the 4th day at midnight) may result in a failing grade which would result in a course failure.

Assignment #3: Philosophical Reflection of Nursing**Due: November 25, 2019**

This assignment provides students an opportunity to examine values and beliefs about nursing practice that have evolved across the time you have been a nursing student. As you prepare for the transition from student to graduate nurse, you will outline how your experiences have shaped the personal philosophy of nursing you will take with you as you leave the role of student and become a Registered Nurse.

Process:

- Students in both programs have previously written a philosophical reflection, and if available, a review of this assignment may provide a good starting point for updating one's personal philosophy of nursing. As the assignment was submitted through Turnitin, you can locate your paper in the repository there. This step is a recommendation, not a requirement.
- Describe how your perspectives about nursing practice may have been changed or been reinforced since the beginning of the program. Consider seminal events/people who have contributed to your journey. Provide concrete examples from your placements, courses studied, personal experiences.
- Describe your current personal philosophy of Nursing
- Write the paper in the first person since this is a reflective assignment
- Include a minimum of 2 scholarly nursing references, published within the past 5 years
- Submit the assignment electronically first to Turnitin, then to the Assignment dropbox in the N4461X section to which you have been assigned
- Follow APA (2010) 6th edition (rev.) format
- Length 1250-1500 words

Summary of Opportunities to Demonstrate Learning

| OPPORTUNITIES TO DEMONSTRATE LEARNING | COURSE GOAL(S) ADDRESSED | VALUE | DUE DATE |
|--|---------------------------------|--------------|--|
| 1. Reflective Practice Reviews – submit through Turnitin | 1-8 | Pass/Fail | Groups 1 & 2: Sept 26 & Oct 31 Groups 3 & 4: Oct 17 & Nov 14 |
| 2. Online Discussions (OLD) | 1-8 | Pass/Fail | Groups 3 & 4: Sept 26 – Oct 3 & Oct 24 – Oct 31 Groups 1 & 2: Oct 17-24 & Nov 14 - 21 |
| 3. Philosophical Reflection of Nursing - submit through Turnitin | 2, 6,7 | Pass/Fail | November 25, 2019 |
| 4. PPCE | 1-8 | Pass/Fail | Weekly student documentation. Review with preceptor and submit to Clinical Advisor no later than Oct 10 & Nov 7, 2019 as well as end of term documentation to be submitted by Dec 5, 2019. |

Policies

Please refer to Undergraduate BScN Programs Manual posted on the Undergraduate Student site in OWL (<https://owl.uwo.ca>) for policies, procedures and progression requirements related to the program. Students and faculty are required to read the Undergraduate BScN Programs Manual and be familiar with its contents.

Attendance

Due to the significance of theoretical and practice knowledge in developing professional competence, students are expected to demonstrate professional responsibility through regular attendance at, and, participation in all scheduled learning activities. Much of the learning that takes place is a result of preparation and engagement with the material and active dialogue with colleagues and faculty.

Absence of a student or preceptor regardless of underlying reason must be reported immediately to the Clinical Advisor. If the preceptor is absent, the nurse in charge can assign an alternate Registered Nurse for the shift. If no one is available to supervise the student, the student is not allowed to be present for the shift. If the absence is expected to be longer than one week, a long term solution must be negotiated with the Nurse Manager/Clinical Educator and your Clinical Advisor.

Any medically related student absence must be reported through the Student Absence notification process to the appropriate Academic Counselor using the correct documentation (https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

Medical documentation must indicate the onset, duration and severity of the illness and as such the student could not reasonably be expected to attend scheduled shifts. The student must be certain he/she has medical clearance before returning to the practice placement. After returning to placement, the student must plan with their preceptor when another shift(s) can be scheduled to ensure the student achieves the required course hours. These dates must also be communicated to the Clinical Advisor and noted on the 'final' calendar that is submitted at the end of the term.

Students are advised to share contact information with their preceptor(s) in the event they need to need to contact you regarding a change in schedule or unanticipated absence.

Changes to schedules can be communicated electronically to the Clinical Advisor.

Scholarly Requirements

In this program, scholarly writing is a requirement. Therefore, all scholarly papers will follow the sixth edition of the Publication manual of the American Psychological Association (2010), which includes guidelines for both content and format. In addition, all other writing will follow APA (6th ed., revised) format when citing or referring to an author's work or ideas. Failure to do so is unethical and is plagiarism.

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging the work to belong to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. You are self-plagiarizing when you reuse all or part of an assignment that you previously submitted. Students cannot present their credited work as new scholarship. You may be asked to submit your work, at the discretion of the Clinical Advisor, to turnitin.com to verify originality (see Scholastic Offence Policy in the Western Academic Calendar).

Western site students: http://www.westerncalendar.uwo.ca/2013/print_pg113.html#

Electronic Devices

Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself.

In professional practice placement settings, please abide by the policies set by the agency in regards to use of social media, internet, and handheld devices. Additionally, technology use in the presence of clients or agency staff may require explanation as to its use as part of professional practice (e.g., a drug guide on a smart phone).

It is essential that client privacy and confidentiality be maintained when using electronic devices. When students and Clinical Advisors are communicating via electronic devices, client information must not be included. Students and Clinical Advisors are accountable for responsible use of electronic communication, this includes; using professional language, setting device to silent/vibrate mode in the practice setting, and refraining from personal communications when at their practice placement.

Emergency Contact Cards

During orientation on September 5, 2019, students will receive an Emergency Contact Card which they will complete. This card is to be kept with the student's program (university) or agency issued ID while in placement. Students will advise their preceptor about the card, so that if required, emergency contact information can be located.

Learning Skills Services

The Student Development Centre at Western provides free support for all students to strengthen their skills and improve or maintain their academic performance. The focus is on helping students learn and study more effectively so that they can achieve their academic goals. You can find out more about this service at www.sdc.uwo.ca/learning

Medication Administration

To ensure safe practice, medication administration in professional practice settings requires monitoring of the student by their preceptor. The student is responsible to seek out their preceptor before proceeding with medication administration until independent practice is mutually agreed upon. Medication administration must meet the College of Nurses Practice

Standard: Medication (2015). http://www.cno.org/globalassets/docs/prac/41007_medication.pdf

Mental Health

Students who are in emotional/mental distress should refer to the following link for a complete list of options about how to obtain help.

Mental Health at Western http://uwo.ca/health/mental_wellbeing

Crisis supports are offered in both Student Health Services (UCC 11) and Psychological Services (WSSB 4100) during [operating hours](#). Please call 911 if your safety, or the safety of others is a concern. Additional crisis supports can be found [here](#).

Students can book an appointment with Student Health Services or Psychological Services in-person in UCC 11 (Monday-Friday 9:00a.m.-4:00p.m.), or by telephone at 519-661-3030.

Student Safety

Please refer to the Undergraduate BScN Programs Manual section on Student Safety Concerns: Guidelines for Responding in the Practice Setting Environment and the Student Safety Flow Chart found on the Undergraduate Student Information site at owl.uwo.ca.

University Policies

Students are also expected to follow the university policy related to documentation of any absence from their placement (see policy

http://westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&Keywords=medical&SubHeadingID=183&SelectedCalendar=Live&ArchiveID=#SubHeading_183).

ROLE DESCRIPTIONS

Student

During students' final integrative practicum, students have the opportunity to further develop and enhance their professional practice

Resource Persons: (1) Preceptor
 (2) Clinical Advisor
 (3) Agency Clinical Placement Coordinator/Clinical Educator
 (4) Supervisor/Manager
 (5) Course Coordinator

Performance evaluated by: Self, Preceptor & Clinical Advisor

Role Responsibilities

1. Participating in educational experiences required to meet course goals.
 - 1.1 Throughout the experiences, in consultation with the preceptor, identifies learning needs and appropriate intervention strategies.
 - 1.2 Reviews with preceptor and submits to Clinical Advisor.
 - 1.3 Participates in educational experiences geared to meet course goals.

2. Application of the nursing process or a problem-solving approach in the delivery of safe, effective, and professional interventions in the practice situation.
 - 2.1 Assesses, plans, implements, and evaluates interventions.
 - 2.2 Maintains complete, accurate, and concise records and reports in accordance with organizational policies.
 - 2.3 Progresses toward independent practice through the provision of increasingly complex assignments.
 - 2.4 Keeps preceptor informed of progress in work or client assignments.
 - 2.5 Confers with preceptor as required.
 - 2.6 Demonstrates priority setting and work organization principles.
 - 2.7 Participates in planning and decision making activities.
 - 2.8 Identifies learning needs related to assignments.

3. Responsible for improving and evaluating own performance.
 - 3.1 Updates the PPCE after each stretch of shifts.
 - 3.2 Reviews PPCE with preceptor as scheduled.
 - 3.3 Utilizes ongoing feedback provided by preceptor to improve performance.

4. Integration within the organization.
 - 4.1 Functions as a team member.
 - 4.2 Utilizes organizational philosophy, policies, and procedures.
 - 4.3 Utilizes resources prudently (eg. time, equipment, supplies, human resources).

5. Other responsibilities.
 - 5.1 Participates in orientation to the organization as required.
 - 5.2 Provides two Reflective Practice Reviews, submitted by the due dates to the Clinical advisor.
 - 5.3 Participates in two online discussions.
 - 5.4 Completes the Philosophy of Nursing assignment.
 - 5.5 Documents shifts/hours of placement on the Professional Practice Collaborative Evaluation document as outlined.

PRECEPTOR

The role of the preceptor is to teach, counsel, role model and support the professional growth and development of Western-Fanshawe Collaborative BScN and Compressed Time Frame BScN students in their final professional practice experience. The Preceptor serves as a primary resource to the student.

Resource People: (1) Agency Clinical Placement Coordinator/Clinical Educator
 (2) Supervisor/Manager
 (3) Clinical Advisor
 (4) Course Coordinator

Role Responsibilities

1. Selection of teaching strategies and learning experiences required to meet identified learning needs of the student.
 - 1.1 Identifies learning needs based on student's initial performance in conjunction with student.
 - 1.2 Develops plan of action to meet course indicators in conjunction with student.
 - 1.3 Takes advantage of unexpected situations to facilitate student's incidental learning.
 - 1.4 Uses Clinical Advisor for consultation in teaching methodology as needed or desired.

2. Monitors student's application of the nursing process or a problem-solving approach to

the delivery of safe and effective interventions in the practice situation.

- 2.1 Collaborates with the student on assessment, planning, implementation, evaluation and documentation of activities conducted by the student.
 - 2.2 Assures assignments which are of increasing complexity yet within the capabilities of the student. Consults with resource people and student as required.
 - 2.3 Evaluates with the student, proposed interventions and their rationale.
 - 2.4 Demonstrates priority setting and work organization principles.
 - 2.5 Demonstrates or supervises procedures or skills that are new to the student.
 - 2.6 Plans with student to meet learning needs of assigned patients and their families or other populations.
 - 2.7 Evaluates with student effectiveness of preceptor teaching/modelling implemented to meet learning needs.
 - 2.8 Consults with resource people regarding student practice behaviour.
3. Providing ongoing evaluation of student's performance:
- 3.1 Provides student with regular feedback and assists student to identify strategies for growth and change.
 - 3.2 Meets with student regularly to review student's performance.
 - 3.3 Provides rating of student performance and comments as outlined on the PPCE.
 - 3.4 Shares observations of student's performance with appropriate resource persons.
 - 3.5 If required, refers lack of improvement in identified areas of unsatisfactory performance to Clinical Advisor for follow-up.
 - 3.6 Uses Clinical Advisor for consultation in the evaluation process as needed or desired.
 - 3.7 Communicates to student and Clinical Advisor a pass/fail recommendation at the end of the placement.
 - 3.8 Verifies shifts/hours of placement on the Professional Practice Collaborative Evaluation document.
4. Providing ongoing consultation, guidance and support for the student.
- 4.1 Initially shares work assignment with student.
 - 4.2 Promotes independent practice by gradually increasing the demands in student's assignment.
 - 4.3 Promotes student's independent practice by modifying initial teaching/supervising activities.
 - 4.4 Communicates with student when they are going to be absent.
5. Integration of the student within the organization.

- 5.1 Introduces student to staff members.
 - 5.2 Interprets and acquaints student with philosophy and objectives, physical layout, protocols, policies and procedures, resources, personnel policies and communication channels within the organization.
6. Maintains and enhances own skills in mentoring/teaching student protégés.
- 6.1 Participates in the online learning program: Preceptor Education Program for Health Professionals and Students (www.preceptor.ca)

CLINICAL ADVISOR

The role of the Clinical Advisor is to work with the preceptor, the student, the School of Nursing and the agency to help the student meet the course expectations.

Role Responsibilities

1. Acts as a liaison between the School of Nursing and professional practice sites.
2. Assists the orientation for preceptors as requested.
3. Maintains communication through the students' online discussion groups and telephone, or email contact.
4. Meets with students in a group as appropriate, to discuss professional practice.
5. Meets with students individually on the unit twice during the term.
6. Is available for consultation with the preceptor and student regarding student's performance.
7. Receives assignments as designated and provides constructive comments.
8. Follows up preceptor's concerns regarding lack of improvement in areas of unsatisfactory performance; assists in development of Collaborative Success Plans as necessary.
9. Communicates with the Course Coordinator regarding any students requiring support of a CSP, and any other questions or concerns.
10. In collaboration with the preceptor, and additionally considering the academic requirement of the course, the Clinical Advisor determines a pass/fail grade in the course.