

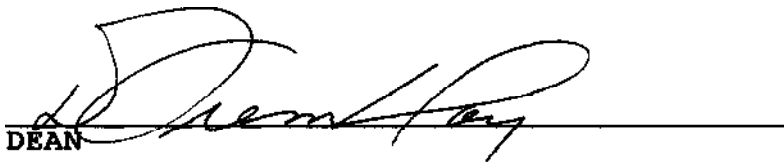
SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: NURSING PRACTICE - CLINICAL EXPERIENCE  
CODE NO: RNA 104 SEMESTER: ONE  
PROGRAMME NURSING ASSISTANT  
AUTHOR: DEBBIE SARGENT  
DATE: SEPTEMBER, 1991 PREVIOUS OUTLINE DATED: SEPT/90

APPROVED:

DEAN



DATE

**NURSING PRACTICE  
CLINICAL EXPERIENCE**

**RNA 104**

**COURSE NAME**

**CODE NUMBER**

**TOTAL CREDIT HOURS: 2 40**

**PREREQUISITES ):** None except Acceptance into Nursing Assistant Programme

**PHILOSOPHY/GOALS:**

The clinical practice course provides an opportunity for a student to use the nursing process in assisting a patient/client to promote and maintain adaptation. The student applies the theory learned in the Nursing Theory, Professional Concepts and the other courses which are being taken concurrently. Supervised clinical practice periods are provided in the nursing skills lab.

**II. STUDENT PERFORMANCE OBJECTIVES;**

Upon successful completion of this course the student will have met the Clinical Objectives attached (See Section C). All clinical objectives are mandatory (unless otherwise stated) and must be met to earn a satisfactory grade for the semester.

**III. TOPICS TO BE COVERED:**

1. Nursing Process/Adaptation
2. Exercise and Safety
3. Rest and Sleep
4. Nutrition
5. Elimination: Skin, Bladder and Bowel
6. Fluids and Electrolytes
7. Self-Concept
8. Oxygen and Circulation
9. Role
10. Senses
11. Interdependence
12. Communication

**Components Of Nursing Practice Course**

**Section:**

- A. Health Assessment Project
- B. Nursing Skills Labs nursing home, homes for
- C. Practice in Health Care Settings  
the aged, community)

**NURSING PRACTICE  
CLINICAL EXPERIENCE**

**RNA 104**

**COURSE NAME**

**CODE NUMBER**

**IV. LEARNING ACTIVITIES**

**REQUIRED RESOURCES**

Group discussions  
Demonstrations  
Lecture  
Role playing/simulations  
field placement  
Videos, filmstrips, overheads

Notes and handouts  
from RNA 103

Kozier, B., Erb, G.  
Oliviera, R.,  
Fundamentals of  
Nursing (required  
readings will be  
posted on the  
bulletin board)

Christensen, B. and  
Kockrow, E.,  
Foundations of  
Nursing, C.V. Mosby  
Year Book, St.  
Louis, Mo., 1991

**v- EVALUATION METHODS: (INCLUDE ASSIGNMENTS, ATTENDANCE  
REQUIREMENTS, ETC.)**

- 1 Attendance is essential (See Programme Policies for consequences re: absence).
- 2 Dress Code regulations must be maintained unless indicated in writing.
- 3 Written assignments will be required for the Health
- 4 Assessment Project (See Section A: Evaluation).  
Quizzes, tests and markoffs will be used for evaluating clinical skills. Competency is expected to be maintained following a satisfactory skill markoff. This requires
- 5, ongoing practice of the skills (See Section B: Evaluation).
- 6, Weekly self-evaluations will be required.  
Written assignments will be required during the weeks the student is in the clinical agencies. Expectations for these assignments will be outlined by the clinical teacher and will involve incorporating nursing theory content (RNA 103) into clinical.  
Teachers will meet with students periodically to provide feedback regarding the students progress (formative evaluation).  
A mid-semester and end-of-semester summative evaluation will be completed by the teacher and the student independently. The two parties will meet to discuss the progress and the assigned grade.

GRADING

- S - Satisfactory
- I - Incomplete
- U - Unsatisfactory
- X - Temporary Grade which changes to "S" or "U" on a specified date.

A satisfactory grade must be achieved for Semester I to continue in semester II.

**REQUIRED STUDENT RESOURCES:**

Kozier, B., Erb, G., & Oliviera, R., Fundamentals of Nursing: Concepts, Process and Practice, 4th edition, Addison-Wesley Publishing Co., Menlo Park, California, 1991

Christensen, B. and Kockrow, E., Foundations of Nursing, C.V. Mosby Year Book, St. Louis, Mo., 1991

**ADDITIONAL RESOURCE MATERIALS AVAILABLE INT HE COLLEGE LIBRARY BOOK SECTION:**

See list on RNA 103 course outline. Additional readings will be posted on the bulletin board.

**SPECIAL NOTES:**

1. All lab quizzes/tests remain the property of Sault College.
2. Student Rights & Responsibilities will be as per the Student Handbook
3. This course outline is subject to change at the teacher's discretion based on the learning needs of the students.

**SECTION A: HEALTH ASSESSMENT PROJECT**

A. PURPOSE

To study elements of the health of an individual as displayed by members of a family in the community.

B. OBJECTIVES (of the Health Project Experience)

1. Assess health in members of a family by using guides developed in class.
2. Use communication techniques learned to date.
3. Use adaptation theory learned in class to identify adaptation level of family members.

C. DIRECTIONS (for Health Project Experience using members of a family)

1. Attempt to find a family that is within walking distance from your residence (unless you have access to a car). We recommend that you do not use a relative or classmate as your family to visit. (Relatives may be used by other classmates.) Attempt to find a family with young children.
2. Once you have a family and have received permission from them to participate please contact your clinical teacher to discuss suitability of the family.
3. Once a suitable family has been selected, the student must sign a learning contract with the clinical teacher before family visits begin.
4. The student must explain the purpose of the project to the family.
5. Confidentiality must be maintained by the student
  - .no names on assignments
  - .no sharing of family information
6. All students are expected to operate at the level they have attained via learning at school. The student must identify this level to the parents.
7. Programme requirements are expected to be followed while visiting your family. Please discuss with your clinical teacher which Program Requirements pertain to family visits.

8. Any problems identified by the student must be referred to the clinical teacher for appropriate counselling.
9. Termination of the Health Project visits may be requested by the family. If this occurs, please have the family contact the clinical teacher.
10. Contract must be signed by the student before family visits start.

#### ROLE OF THE CLINICAL TEACHER

1. Sign learning contract with student.
2. Approve selection of family that will meet the learning objectives.
3. Discuss assignment with student before and after visits.
4. Assist student with any problems that may arise from visits.
5. Contact family to discuss project.
6. Evaluate assignments.

#### EVALUATION

Each assignment will be graded as Satisfactory or Unsatisfactory. Students will have one additional opportunity to improve the assignment if it is Unsatisfactory.

Due dates for assignments are:

Sept. 27	Visit #1	- Contract & Communication Checklist
Oct. 11	Visit #2	- Exercise & Safety
Oct. 23	Visit #3	- Rest & Sleep
Nov. 1	Visit #4	- Nutrition
Dec. 9	Visits #5 & #6	- Self Concept, Senses and Evaluation

These dates are subject to change.

The Health Project Experience is a component of the Clinical course and will be reflected in the overall grade the student achieves in RNA 104.

**LEARNING CONTRACT**

(for Health Project Experience)

NAME OF FAMILY:

NAME OF PARENT(S)

ADDRESS:

PHONE NUMBER:

**AGREEMENT BETWEEN STUDENT AND TEACHER**

I,	agree	will
(teacher)		(student)
to provide assistance to		meet my commitments & responsibilities to my designated
	during	family by making visits as outlined in the Directions. I
(student)		will observe and abide by the Programme Policies. I will
the learning experience		complete the assignment(s) designated. I understand
associated with the family-		that if the above agreement is
stated above.		violated it will be noted on my clinical evaluation form and
		may contribute to an Unsatisfactory grade.

TEACHER

STUDENT

DATE

DATE

### HEALTH ASSESSMENT PROJECT EXPLANATION

In Semester I of the Nursing Assistant Programme at Sault College, the students learn about a number of topics related to health (eg, nutrition, exercise, sleep and safety). The teachers believe that it is important to learn about health from people who are relatively healthy. Therefore, the students are asked to find a family who would assist them in their learning.

If you agree to help a nursing student, he/she will visit you, at your convenience, several times this winter. During these visits, the student will have questions related to the health topic under study. The student will keep you informed about the project and what he/she is learning.

We would like to assure you that we highly respect the confidential nature of this experience and any information regarding visits will be treated in strictest confidence by the students. Furthermore, your name will not be written on any part of this project.

If you have any questions about this project, please feel free to contact \_\_\_\_\_, at the Health Sciences Division, Sault College, Phone 759-6774, Ext. 689. If you are unable to contact me, please leave a message with the secretary of the Health Sciences Division and I will return your call.

Thank you for your kind cooperation.

Yours very truly,

Nursing Assistant Teacher



**SECTION B: NURSING SKILLS LABS**

DESCRIPTION

Clinical skill labs are intended to introduce the student to basic nursing skills required in the nursing home or the hospital setting. Each skill follows the steps of the nursing process.

Competency is to be achieved in the attached list of skills, in order to protect the client's safety and comfort.

Time and equipment will be available in the nursing lab for independent practice. Additional lab time may be booked with the Lab Technician.

MARK-OFFS

This is an individual test of student's ability to complete a nursing skill. Completing this successfully the first time, positively affects the clinical grade. Failure to complete a mark-off is a clinical "I". The student is expected to take the responsibility to complete the mark-off successfully within a specified time. For specific skills, this mark-off must be passed before doing this procedure in the clinical area.

EVALUATION OF NURSING SKILLS

To contribute to a satisfactory grade, the student must:

1. Demonstrate that the reading assignment for each lab is complete by:
  - a) completing skill guideline questions or pre-lab assignment
  - b) contributing in discussions on how the steps of the nursing process are utilized in each skill
  - c) achieving a passing grade on each quiz (80% or greater) related to the clinical lab content.
2. Participate in seminar discussions or case study presentations.
3. Practice each clinical lab skill using evaluation checklist or text guidelines
4. Obtain a satisfactory mark in each skill mark-off (See below re: Markoffs) .
5. Follow policy requirements for attendance and uniforms.

Markoffs

Markoffs will be graded based on the following criteria:

- A - The student misses none of the steps on the checklist and completes the skill within the required timeframe.
- B - The student misses one minor step on the checklist and completes the skill within the required timeframe.
- C - The student misses 2 minor steps on the checklist and completes the skill within the required timeframe.
- I - (Incomplete and must repeat skill markoff) The student misses 3 or more minor steps on the checklist and/or does not complete the skill within the required timeframe.

If the student is unable to achieve a satisfactory performance on the first attempt it will be his/her responsibility to utilize the available resources and time to meet the criteria. A second mark-off opportunity will be provided.

If the student is unable to achieve a satisfactory performance following the second attempt he/she will be interviewed by a Nursing Clinical Teacher to explore areas of self-directed learning to assist the student to meet the testing criteria.

If the student is unable to achieve a satisfactory performance on the third attempt, the Nursing Assistant faculty will review the student's performance. If, in the collective opinion of the faculty, the student has not proved to be capable of successfully meeting the testing criteria through remedial activities; the student may be required to withdraw from the program.

Dates and content of markoffs and quizzes are as follows, but are subject to changej

- Sept. 13 Quiz/M.O. #1 - Medical Asepsis  
- Handwashing
- Sept. 20 Quiz/M.O. #2 - Bedmaking
- Sept. 27 Quiz/M.O. #3 - Body Mechanics, Body Alignment, Lifts & Transfers, Canes, Walkers, Wheelchairs, Crutches
- Oct. 11 Quiz/M.O. #4 - Bed bath, ROM, Mouth Care, Nail Care, Hair care
- Oct. 17 Quiz/M.O. #5 - T.P.R., B.P., Elimination

Supplemental Lab Test

One supplemental\* lab test **may** be offered to students who have achieved a Satisfactory grade (80%) on 3 of the 5 quizzes if the student has achieved Satisfactory on **all** skill markoffs.

SEMESTER I, SEPTEMBER, 1991

UNITS OF STUDY

1. Exercise/Activity
  - a) Body Mechanics
    - squatting, pivoting, lifting, reaching, pushing, pulling, carrying
  - b) Body Alignment
    - positions in bed/chair
  - c) Range of Motion
    - passive/active
  - d) Assisting Out of Bed
    - to chair, wheelchair, stretcher
  - e) Assisting with Ambulation and Exercise
    - walker, cane, crutches, wheelchairs with 1 or 2 people
  - f) Lifts and Transfers
    - moving to edge of bed
    - moving to lateral position and up to sitting position
    - moving up in bed
    - mechanical lifts
  - g) Protective Positioning
  - h) Fitness
  - i) Traction
  - j) Cast Care
  - k) Pre and Post-Natal Exercises
  - l) Pre and Post-Operative Exercises
2. Protection/Safety
  - a) Medical Asepsis
    - handwashing
  - b) Surgical Asepsis
    - gloving, gowning, dressings
  - c) Isolation
    - gowning, gloving, bagging, universal precautions

UNITS OF STUDY

Rest & Sleep

- a) Bedmaking
  - unoccupied/occupied
  - anaesthetic (post-op)

- b) Relaxation

- c) Backrubs

Nutrition

- a) Height/Weight
  - metric
- b) Assisting with Feeding Clients
- c) Assisting with Menu Planning
- d) Breast/Bottle Feeding

Elimination

- a) Skin
  - Bed Bath
  - Grooming & Dressing
  - Skin Care
    - preventing decubitus ulcers
  - Shaving
    - face, surgical shave prep
  - Hair washing and Care
  - Oral Hygiene
    - mouth care
    - dental care
    - flossing
  - Foot Care
  - Nail Care
  - Eye Care
    - glasses, contact lenses, prosthesis
- b) Bladder & Bowel
  - Perineal Care
  - Catheter Care
  - Measures to Encourage Voiding & Defecating
  - Use of Bedpans, Urinals, Commode, Diapers
  - Enemas, Suppositories
  - Disimpacting
  - Catheter irrigation
  - Continuous Bladder Irrigation
  - Collecting and Labelling Specimens
    - urine, stool, sputum,
  - Urine Testing



UNITS OF STUDY

6. Fluids & Electrolytes

- a) Intake & Output
- b) Blood Glucose Monitoring

7. Self-Concept

- a) Death & Dying
  - care of body after death

8. Oxygen & Circulation

- a) Temperature
  - oral, rectal, axillary
- b) Pulse
  - brachial, radial, pedal, femoral, carotid, apical
- c) Respiration
  - counting, assessing breath sounds
- d) Blood Pressure
  - systolic/diastolic

- ^ft
- e) Post-partum Assessment
  - f) Application of Heat and Cold
    - post-conference during Maternity rotation

9. Role

10. Senses

11. Interdependence

- a) Charting

12. Communication

## SKILLS GUIDELINES

#

The following Skills Guideline illustrates the format used in preparing for each nursing skill.

For:

(name of lab)

### INTRODUCTION

List new terminology used for this particular lab and know the meaning of each word.

### NURSING PROCESS

- a) Assess and plan what is necessary for this lab in terms of the:
  - i) Client:
  - ii) Environment:
  - iii) What equipment is required?
- b) Know the steps to Implement this skill and be able to provide scientific reason/rationale for each step.
- c) Observation and Charting - Identify what is necessary to chart for this skill:
  - i) Observations of the client (subjective and objective data). What might you chart?
  - ii) Interventions. What actions did you carry out?
  - iii) Evaluation. What might you chart?
- d) What health teaching measures should be done for a client regarding this skill.

NAME:

DATE:

LAB/CLINICAL WEEKLY SELF EVALUATION TOOL

Weekly Notes on Student Clinical Work

1. Written assignments (skills guidelines, self evaluation, worksheets, family visit reports)
  
2. Readings for classes and lab (List what was actually read in preparation for lab or clinical)
  
3. Participation in class discussions, question and answer times (Give examples of your participation)
  
4. Seeks information as a continuous learner. (Give examples of how you demonstrated this.)
  
5. Use of lab time to practice. What was practiced - when and how often?
  
6. Use of body mechanics. Which skills required body mechanics?  
  
What specific body mechanics did you use?
  
7. Clinical lab quiz. What was your mark?  
Strength/weakness
  
8. Markoff. What was your mark?  
Strength/weakness
  
9. Policy Requirements: Lab coat, name tag, neat hair off face and shoulders, Attendance, Punctual
  
10. How did you demonstrate respect for others this week?
  
11. What communication skills did you use this week?

**SECTION C: PRACTICE IN HEALTH CARE SETTING**

#

DESCRIPTION

Nursing care will be carried out by the students in a local nursing home or home for the aged.

EVALUATION

All clinical objectives below must be met for a Satisfactory grade.

CLINICAL OBJECTIVES I-VII

- I. Use Roy's Adaptation Model as a conceptual basis for nursing practice, facilitating optimum adaptation for clients, at any point on the health illness continuum. (Semester I)
- a) uses correct terminology ex. client responses, stimuli,...
  - b) 4 modes - physiological, self concept, role function, interdependence
  - c) identifies specific units of study under each of the 4 modes.
- II. Begins to identify psychological and sociological influences (stimuli) on a clients adaptation (Semester II) (See objective III lb)
- III. Participate in the Nursing Process as applied to clients by contributing to: (Semester I)
- 1. Continuous assessment of clients. Transfers theory base to:
    - a) collects data using appropriate resources
    - b) makes relevant observations of clients responses and stimuli in all 4 modes
    - c) compares the clients responses to accepted norms to determine ineffective responses
    - d) determines clients adaptation level
    - e) recognizes appropriate Nursing Diagnosis based on assessment data
    - f) assists nursing team in reaching nursing diagnosis
    - g) establishes a priority of care with direction
  - 2. Development and modification of Nursing Care Plans (Semester I)
    - a) identifies client care priorities
    - b) plan and organize nursing care based on assessment data
    - c) communicates with members of the health care team
    - d) sets realistic client centered goals - short/long term goals
    - e) contributes to clients nursing care plan
    - f) includes the client in planning care, clients preferences

t



3. Implementation of Nursing Care Plan (Semester I)
  - a) implements the organizational plan to assist assigned client to maintain and support adaptation
  - b) performs nursing measures consistent with scientific principles (applies nursing theory, concepts and biology content)
  - c) carries out nursing measures safely
  - d) anticipates safety hazards in the environment to ensure client safety
  - e) assists clients and family to accept realistic expectations
  - f) utilizes time and equipment effectively
  - g) adapts to unexpected situations without stress/with direction - seeks assistance as necessary
  - h) utilizes aseptic technique appropriately and explains procedures to client
  - i) demonstrates awareness of community resources to assist client adapt to changing lifestyles.

4. Systematic and continuous evaluation (Semester I)
  - a) evaluates if client has met goals and states responses to support this
  - b) evaluate the effectiveness of care
  - c) contributes to the modification of clients plan of care

Maintains nursing records for clients for whom nursing care is provided utilizing effective verbal and written communication skills. (Semester I)

- a) develops an awareness of own behaviour and that of others
- b) demonstrates beginning competency in therapeutic communication and interpersonal skills effective with client, family and health team.
- c) develops a genuine trusting, empathetic relationship with clients
- d) suspends personal judgment about client or what client is saying - listens and accepts client's thoughts and feelings.
- e) records and reports information accurately, legibly
- f) charts information in accordance with agency policies
- g) uses correct spelling, grammar and punctuation, correct terminology
- h) uses appropriate channels of communication
- i) participates fully and willingly in post conferences, labs, discussion
- j) completes written assignments for labs and clinical

^^ V. Participates as a member of the health team, within a health system, fulfilling his/her responsibilities as a member of the nursing discipline (Semester I)

1. PROFESSIONALLY

- a) maintains competence in all skills taken to date
- b) accepts responsibility for his/her own learning
- c) accountable for own nursing actions
- d) provides quality nursing care regardless of how others nurse, knows correct methods and does them accordingly.
- e) maintains a safe environment for clients and health team members
- f) reports information accurately, truthfully and honestly
- g) performs nursing care within the boundaries of the legal role
- h) follows program policies and those of institution of clinical practice
- i) shows initiative and enthusiasm
- j) reports and takes corrective action for errors

2. PERSONALLY

- a) completes daily achievement record with examples of how he/she met the objective
- b) responds positively to suggestions for improvement and makes changes as necessary
- c) shows evidence of preparation and research for clinical work
- d) consistently present and punctual for labs and clinical
- e) seeks feedback about progress from clinical instructor
- f) regularly
- g) adheres to uniform policy
- h) hands in assignments on time
- i) notifies lateness/absence appropriately
- demonstrates role of a continuous learner

VI. Demonstrates in Nursing Practice a commitment to protect the inherent worth and dignity of man. (Semester I)

- a) demonstrates respect for clients ideas, beliefs and practices of the individual and family
- b) respects clients right to make decisions regarding his own health

t

# Function in accordance with the Guidelines for Ethical Behavior in Nursing (Semester I)

- a) maintains confidentiality of client and family information
- b) contributes to clients' and families' confidence in members of the health team
- c) demonstrates responsibility to consistently deliver a high quality of nursing care
- d) behaves in a manner consistent with the expectations of a health care professional
- e) uses professional judgement in supporting the clients right to information regarding his health status.
- f) recognizes ethical conflicts and uses Guidelines for Ethical Behaviour to resolve conflicts

VII. Demonstrate in Nursing Practice an understanding of the cultural and health needs of an increasingly ageing population.  
(Semester I)

- a) bases nursing care on respect for clients culture and client's right to own value system and moral code
- b) able to give quality nursing care to clients whose beliefs and lifestyle may conflict with your belief system

**NURSING ASSISTANT PROGRAMME**

**1991-92**

<u>WEEK</u>	<u>DATES</u>	<u>MONDAY AND/OR WED.</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
1	Sept. 3-6		Lab #1	Lab #2
2	Sept. 9-13		Lab #3	Quiz/M.O. #1 Lab #4
3	Sept. 16-20		Lab #5 Lab #6	Quiz/M.O. #2 Lab #7
4	Sept. 23-27		Home Visit #1 Due Lab #8	Quiz/M.O. #3 Lab #9
5	Sept. 30-Oct. 4		Lab #10	Lab #11
6	Oct. 7-11		Quiz/M.O. #4 Lab #12	Home Visit #2 Due Lab #13
	Oct. 14-18		Quiz/M.O. #5 Lab #14	Lab #15
	Oct. 21-25	Wed Home Visit #3 Due Lab Supp. Test	Lab #16	Lab #17 Mid-Sem. Eval,
	Oct. 28-Nov. 1		Orientation to Nsg. Home	Home Visit #4 Due Nursing Home
10	Nov. 4-8	Mon - NCP Due Exercise & Rest	Lab #18	Nursing Home
11	Nov. 11-15		Nursing Home	Nursing Home
12	Nov. 18-22	Mon - NCP Due Rest & Sleep Nutrition Fluids/Electrolytes	Nursing Home	Nusing Home
13	Nov. 25-29	Mon - NCP Due Elimination	Nursing Home	Nursing Home
14	Dec. 2-6	Mon - NCP Due O <sup>2</sup> & Circulation	Nursing Home	Nursing Home
15	Dec. 9-13	Mon - Home Visits #5 & #6 Due	Lab #19	Lab #20
16	Dec. 16-20		Lab #21	Final Eval.

NURSING ASSISTANT PROGRAMME

SCHEDULE OF LABS - 1991

\*\* This schedule is tentative and is subject to change.

- LAB #1 Handwashing
- LAB #2 Bedmaking - unoccupied, occupied, stretcher
- LAB #3 Body Mechanics, Body Alignment, Lifts & Transfers, Protective Positioning
- LAB #4 Canes, Walkers, Wheelchairs, Crutches
- LAB #5 Nutrition, Part 1 - CFG, Feeding Clients
- LAB #6 Mouth Care, Hair Care, Nail Care, Face Shaving
- LAB #7 Bed Bath, Range of Motion (ROM), Backrubs, Dressing Clients
- LAB #8 Charting, 24-hour clock
- LAB #9 Metric System, Restraints
- LAB #10 Elimination - Specimen Collection, Urine Testing, Catheter Care, Positioning on Bedpan
- LAB #11 Temperature, Pulse, Respirations, Blood Pressure
- LAB #12 Communication
- LAB #13 Foot Care
- LAB #14 Eye Care, Dental Care
- LAB #15 Nutrition, Part 2 - Fitness
- LAB #16 Death and Dying
- LAB #17 WHMIS Training, Mid-semester Evaluation
- LAB #18 Self-Directed Lab
- LAB #19 Care of Decubitus Ulcers, C.B.I., B.G. Chem.
- LAB #20 Surgical Asepsis - Gloving, Sterile Dressings, Enemas, Suppositories, Disimpaction, Catheter Irrigation, Sterile Specimens from Catheter
- LAB #21 T.B.A.

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
 NURSING ASSISTANT PROGRAMME  
 RNA 104

**STUDENT EVALUATION FORM**  
**(Semester 1, Rotation 1)**

Name : \_\_\_\_\_ Done by Teacher                      Self

To earn a "Satisfactory" grade in this Rotation, the student must

- |   |  | Met | Not Met | Comments |
|---|--|-----|---------|----------|
| 1 | Demonstrate that the reading assignment for each week was complete by:                             |     |         |          |
|   | a) completing required pre-lab assignments.  |     |         |          |
|   | b) contributing in discussions on how the steps of the nursing process are utilized in each skill. |     |         |          |
|   | c) achieving a passing grade on each quiz related to the clinical lab content.                     |     |         |          |

Work with a partner to practice each clinical lab skill using evaluation checklist or text guidelines.

- % Obtain a "Satisfactory" mark in each skill mark-off.

Participate in seminar discussions or case study presentations.

Follow policy requirements for attendance.

6. Follow policy requirements for dress code.

Eligible for Supplementary Test:    Yes: \_\_\_\_\_ No: \_\_\_\_\_

Grade Assigned:

S	U	Incomplete	Target Date
---	---	------------	-------------

Additional Comments

ent's Comments:

Teacher's Signature	Date	Student's Signature	Date
---------------------	------	---------------------	------