UNIVERSITY OF LETHBRIDGE  
FACULTY OF HEALTH SCIENCES  

NURSING 4750 – SENIOR CLINICAL CONSOLIDATION  
Course Syllabus: January 2011

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COURSE DESCRIPTION:

A 10-week consolidated, pre-professional, clinical nursing course in a variety of community, institutional and cultural settings. 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.

COURSE OBJECTIVES:

By the completion of a preceptored clinical experience, students are expected 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, the CNA Code of Ethics, the NESA BN Programs Student Handbook, and institutional policies.

LOGISTICS FOR NURSING 4750:

Tutorial Sessions
The first period of the course is designated time for sessions on professional topics with faculty and guest speakers. These mandatory sessions will be scheduled weekdays from January 11 until 14, 2011 and January 19, 2011. Students will also participate in nursing skills laboratory sessions in preparation for their final practice placement and the transition from student nurse to new graduate and finally to Registered Nurse.

Final Practicum Details

SCHEDULE AND HOURS
- The nursing practice schedule for students will follow the rotation of the assigned Nurse Preceptor(s). It is inevitable 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** (approx. 35 hours per week), comprising 29 twelve hour shifts, or 44 eight hour shifts.
- Only full shifts will be worked to complete the total hours required.
- **Students are not to work overtime** even if their Preceptor is doing so, to ensure that their learning is spread over the duration of the term.
- No student shall schedule shifts totaling more than 84 hours over a two week period, to ensure fitness to practice.
- Students may begin the clinical component of the course at 0700h on Monday January 24, 2011.
- Students shall not work during Reading Week, 0001 hours February 21 until 2400 hours February 25.
- Students should complete their required 350 clinical hours by Friday, April 8, 2011.

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.

EDUCATION HOURS
- Up to 16 hours of practice hours credit will be given for workshops related to your practice setting, with the prior approval of your Faculty Advisor.

Tips for Students Regarding the Final Practicum

PROCEDURES
- In general, students can perform any skill when the following have been met:
  1. They are knowledgeable and competent to participate in the skill,
  2. They are appropriately supervised by a Registered Nurse,
  3. 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.
• Certification in a procedure as an Undergraduate Nursing Employee is NOT applicable in the role of a Year Four nursing student.

• Verbal orders and telephone orders must be heard and co-signed by an RN

**TIPS FOR SUCCESS**

• Storm blue NESA uniforms are not required, particularly in settings where greens are provided.

• 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 2011**

January 10-14, 19: 0830-1700: Tutorial Sessions including nursing skills laboratory practice

January 15-23: Student contacts preceptor AFTER notice from Faculty Advisor, to arrange meeting with RN before first shift, obtain rotation schedule

January 24: Requirements MUST be met before entry into practice settings:
- Current CPR-Health Care Provider
- Evidence of Seasonal flu/H1N1 flu vaccination or refusal
- Pass in Anaphylaxis exam; Pass in WHMIS exam
- Pass (at least 90%) on Drug Calculation examination
- Pass in IV Management exam (2010 or 2011) if in acute care
- Completion IV insertion exam if in Chinook acute care
- Submit signature on Hazard, Driver’s, and Liability forms

January 24: 0700 hours: First possible scheduled shift.
- Shift schedule, contact information for student and preceptor due.

Around January 24 to February 4: First meeting with Faculty Advisor and Preceptor

January 31: Draft Learning Plan due.

February 7 or as arranged with faculty: Learning Plan due to Faculty Advisor and Preceptor

February 14: Reflective journal #1 due

Feb. 21, 0001 hrs– Feb. 25, 2400 hours: Reading Week. No scheduled shifts.

February 28: Resume and Cover Letter due

Around February 27-March 12: Mid-term meeting with Faculty Advisor and Preceptor

March 14: Reflective journal #2 due

March 28: Reflective journal #3 due

Around March 27 – April 8: Final evaluation meeting with Faculty Advisor and Preceptor

April 8: Completion of scheduled shifts

April 16: Log of Preceptor Hours due to Faculty Advisor

Two Signed Clinical Evaluations due (self and preceptor)
REQUIRED READINGS:


Students are expected to access scholarly journals as a basis for evidence-informed practice. Readings may also be assigned by your Faculty Advisor.

Essential web sites:

Alberta Heritage Fund for Medical Research Ethics Screening Tool http://www.ahfmr.ab.ca/arecci/
American Psychological Association http://www.apastyle.org/
Canadian Health Services Research Foundation http://www.chsrfig.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://medicine.ucsd.edu/clinicalmed/

Recommended Resources:


On Line Course Support: http://www.uleth.ca/webtools

- The Nursing 4750 course website includes the following folders:
  - NURS 4750 Course Syllabus
  - Clinical Nursing Content and Skills
  - Learning Plans
  - Tutorial Resources
  - Forms
  - IT Documents Alberta Health Services
  - Evaluation
  - Preceptor Quick Fact Sheets
Students will be expected to use e-mail and Blackboard throughout this course. Each Faculty Advisor will have a separate, confidential, web site.

Faculty Advisors will post important documents/articles on Blackboard. The course outline will be posted on Blackboard prior to the initial meeting. The course web site may be accessed from: http://www.uleth.ca/webtools

E-mail correspondence will be sent to your University of Lethbridge e-mail account and/or posted in Blackboard email. If you would prefer to use another email server, please go to: https://webmail.uleth.ca/ then arrange to have your uleth.ca account forwarded to the account of your choice.

Faculty Advisors will clarify their preferred process for communication with students at the first practicum group meeting.

Written assignments are to be submitted online through Blackboard or as negotiated with your Faculty Advisor.

E-mail responses from Faculty Advisors can be expected within 48 hours of the student posting. Responses of faculty to telephone messages will be within 24 hours.

If the concern is urgent, please telephone your Faculty Advisor.

THE EVALUATION PROCESS:

The final grade for this practice course is Pass / Fail. It is expected that students will demonstrate personal and professional growth and development throughout the course. To “pass” this course, students are required to have satisfactory performance in each of the three components of the course:

1. Self-Directed Learning
   Completion of Learning Plan goals
   Three satisfactory Reflective Learning Journals
2. Professional Resume with Cover Letter

COURSE COMPONENT DETAILS:

1. SELF DIRECTED LEARNING
   a. Learning Plan

It is suggested that, as a first step, each student assess his or her nursing practice using the CARNA “Assessing My Practice” Worksheets, accessible on the NURS 4750 BlackBoard site, in the folder on Learning Plans, or on the CARNA website http://www.nurses.ab.ca/Carna/index.aspx?WebStructureID=192

The CARNA learning plan template that is based on the Nursing Practice Standard Indicators, is to be used to develop learning goals for the duration of the course. See the folder on Learning Plans on the course web site or the CARNA website http://www.nurses.ab.ca/Carna/index.aspx?WebStructureID=192

CONTENTS
   • The cover page for the Learning Plan will use the given template, providing 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
     • Due dates for three reflective journals (may be earlier than the due dates in the Key Dates section)
• The template will be the one used for the CARNA Continuing Competence Program.
  o The Learning Plan will include a minimum of three goals, one each for knowledge, skill, and attitudinal components.
  o Specific goals are expected, demonstrating depth of learning with measurable outcomes.
  o Each goal should be related to a different CARNA Nursing Practice Standard Indicator, as in the CARNA Continuing Competence expectations.
• **A schedule for all shifts for the ten-week rotation** will be submitted with the draft Learning Plan.
  o It is expected that the first schedule submitted will be missing some of the required shifts.
  o 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 31, 2011, or as negotiated with your Faculty Advisor.
• The revised learning plan will be submitted to the Faculty Advisor and the Nurse Preceptor by February 7, 2011 or as arranged 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.

CHANGES
• The Learning Plan will be used as a framework for discussion at both the mid-term and final evaluation sessions.
• Changes in the learning plan may be made at the mid-term point if both the Faculty Advisor and the Nurse Preceptor agree to the changes.

b. **Reflective Learning Journal**

Students are to submit a total of three (3) learning journals to their Faculty Advisors; one prior to the mid-term evaluation.

CONTENTS
• Reflective learning journals will demonstrate integration and application of theory or evidence through an analysis of an incident related to your nursing practice.
• Each reflective learning journal will incorporate a framework, a theory, or evidence as a basis for analysis. The framework used for analysis may change based upon the critical incident selected for each journal.
  • Examples could include the CNA Code of Ethics, the policy and procedure manual, a nursing theory, marketing theory, or evidence from a refereed article,
  • A detailed list of activities since the last journal is NOT required.
  • The optional Marking Rubric provides guidelines for faculty expectations.

FORMAT
• Journals will be a maximum of four double-spaced typewritten pages.
• References and APA format are expected.
• Each journal will use the template provided to identify the total accumulated hours to that point
• Identify the number of shift hours missed and the number still to be made up.

SUBMISSION
• Journals will be submitted through the course website or as negotiated with your Faculty Advisor.
• Due dates are identified by students but must be submitted no later than February 14, March 14, and March 28, 2011
• You may be required to amend and re-submit your journal until it meets the expectations of your Faculty Advisor.
• Failure to submit three satisfactory reflective journals will mean a failure in NURS 4750.
2. PROFESSIONAL RESUME and COVER LETTER

The preparation of a Resume and Cover Letter for an employment application as a Graduate Nurse will build upon the Professional Portfolio assignments completed in Years One and Two of the NESA program. This exercise will demonstrate the student’s growth and development as a professional nurse by presenting strengths and achievements. The Nursing 4750 resume and cover letter can become two components of the graduate’s Professional Portfolio, which will form the foundation for maintaining ongoing licensure through documentation of lifelong learning and continuing competence as a professional nurse.

CONTENTS

- The Cover Letter will include your contact address/information, the date, the employer’s address/contact information, the position wanted (job posting # if stated) and a selection of key highlights of qualifications, accomplishments and experience that are most relevant to the employer/position (see Career & Employment Services resume development package).
- Content for the Resume will be selected in relationship to the position targeted.
- The optional Marking Rubric will provide guidelines for faculty expectations.

FORMAT

- Cover letters will be limited to one page, in the style of a 4 paragraph business letter.
- Resumes will be a maximum of two typewritten pages, as is etiquette for Canada.
- Each student will select a preferred style of format for the Resume that best highlights their strengths and background experience: chronological, functional or combination. (see Career & Employment Services resume development package).
- Professional presentation is expected.

SUBMISSION

- Assignments will be submitted through the course website or as negotiated with your Faculty Advisor.
- Due date is February 28, 2011.
- **You may be required to amend and re-submit** your resume and cover letter until they meet the expectations of your Faculty Advisor.
- The Faculty Advisor is not expected to comment on the same resume more than once unless a resubmission has been requested.
- **This assignment must be completed successfully to receive a passing grade in Nursing 4750.**

3. COMPETENCE IN PRACTICE

Nurse Preceptor and health care team feedback, as well as student achievement of learning objectives in his/her learning plan, will be used for evaluating practice performance. The student is expected to complete a self-evaluation using the same NESA Practice Evaluation Tool that the Preceptor uses, providing written and observable examples of personal 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 Preceptor and the student.

PERFORMANCE EVALUATION WILL OCCUR THROUGHOUT THE COURSE.

a) Formative Evaluation:

Open communication among 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 (Judgment 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.

PROCESS FOR NOTIFYING STUDENTS OF 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 either the Self-Directed Learning or the Professional Resume portions of the course.

The NESA Learning Enhancement Plan (LEP) 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 LEP 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 Associate Dean, Dr. Ruth Grant Kalischuk, may also review the case to determine whether, and under what conditions, the student may return to the practice setting.

OTHER POLICIES APPLICABLE TO NURSING 4750:

NESA Student Handbook:

Please refer to the Student Handbook for specific information related to: professional conduct, attendance, uniform, employment, criminal check, CPR certification, and immunizations. Note that the most current version and policies are available on the Nursing 4750 web site.

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.

Guidelines for Ad Hoc Practicum/Job Shadowing Experiences for Nursing Students (Alberta Health Services policy)

Examples of these types of experiences include a preceptor would like to have the student preceptee spend time in another department, or a student in a community setting (Public Health) who would like to spend some time shadowing another practitioner to whom they are not assigned. In short, any clinical experience in an area that is not part of the student’s regularly scheduled practicum is considered an ad hoc job shadowing or practicum experience and thus needs to be arranged following specific Alberta Health Services policy.
The instructor or preceptor will make the request of the manager involved. The manager will identify a staff member who will be responsible for the student. The instructor or preceptor will send a memo to the program’s clinical course coordinator and department manager confirming the experience and would include the following information: name of student, the nature of the experience, dates of the experience(s), the approving manager, and the name of the responsible employee. This documentation addresses liability issues that could affect the institutions and/or programs in the event an incident should occur while the student is in this alternate setting.

Risk Management:

NESA nursing students are covered by workers compensation through the University of Lethbridge. It is extremely important that students who are involved in an accident or sustain an injury in the course of their NURS 4750 practicum work first seek treatment for the injury, and then notify the Occupational Health and Safety Department at the University of Lethbridge.

Students must complete an online accident report within 24 hours of the injury in order to file a Workers' compensation claim. The form can be accessed through the url http://www.uleth.ca/hum/riskandsafetyservices/ If additional assistance is needed, then students can call 403-329-2190 or 403-329-2099. Students should also notify their Faculty Advisor as soon as possible following the injury.

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 Counselling Services/Students with Disabilities Resource Centre at 329-2766 or http://www.uleth.ca/ross/counselling/index.html to set up an appointment. After registering with the Disabilities Resource 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.

NESA Program - Year 4: Preceptorship Guidelines

Responsibilities of Participants

1. Nurse Manager (head nurse, supervisor, community specialist)
   a) Identifies potential Nurse Preceptors.
   b) Knows the objectives of the student’s specific practice course.
   c) Collaborates with Faculty Advisor to match Nurse Preceptor and student.
   d) Participates in the orientation of the student (in particular, communicates clearly the expectations of nursing practice).
   e) Communicates with the Faculty Advisor and Nurse Preceptor, as appropriate, to provide feedback regarding student progress.
   f) Evaluates the appropriateness of experiences for future placement of senior practicum students.

2. Nurse Preceptor
   a) Attends information session provided by the Faculty of Health Sciences or NESA faculty.
   b) Reviews practicum course guidelines.
   c) Meets with Faculty Advisor and student to review course and student objectives and plan experiences. Student learning experiences are selected from the Nurse Preceptor’s caseload and/or assigned functions in consultation with the student and Faculty Advisor.
   d) Participates in the orientation of the student to the assigned unit.
   e) Provides direct to indirect assistance depending on student need, client status, and practice learning environment.
   f) Communicates progress of student to Faculty Advisor according to schedule established by Faculty Advisor and Nurse Preceptor.
   g) Ensures that the student reports to the Faculty Advisor any student absenteeism, reported patient incidents, and other problems as appropriate.
   h) Meets with student at least weekly to review student progress, and to plan future learning experiences.
   i) Documents student behavior that reflects clinical performance.
   j) Collaborates with the Faculty Advisor in the preparation of mid-term and final student evaluation.
k) Shares suggestions/ideas to improve the practice learning experience with the Faculty Advisor.

3. Faculty Advisor

a) Meets with students to review/interpret course objectives and identify their individual learning objectives.
b) Reviews students' plans for meeting learning objectives.
c) Consults with Nurse Managers to match Nurse Preceptors and students and to plan student experiences.
d) Meets with Preceptors to interpret and to clarify course objectives and evaluation methods.
e) Communicates with Nurse Managers, Nurse Preceptors, and students, as appropriate, for the monitoring of students’ progress.
f) Provides direct student supervision if needed.
g) Provides appropriate support for Nurse Preceptors.
h) Collaborates with Nurse Preceptors and students in completing mid-term and final evaluation.
i) Attends mid-term and final student evaluation meetings and signs the evaluation form.
j) Provides feedback to Nurse Preceptors regarding their performance in Nurse Preceptor role.
k) Evaluates the appropriateness of practice setting and learning experiences.

4. Student

a) Discusses preceptor and student roles and expectations, establishing mutually acceptable ground rules for the semester.
b) Identifies individual learning objectives, considering personal needs and learning experiences available in selected clinical area.
c) Develops a plan to meet learning objectives and reviews the plan with the Faculty Advisor and Nurse Preceptor.
d) Implements learning plan, assuming responsibility and accountability for self-direction.
e) Participates in agency and unit orientation.
f) Completes Self-Directed Learning and Professional Resume components of the course.
g) Meets with Faculty Advisor and Nurse Preceptor at scheduled times.
h) Evaluates own progress in meeting learning objectives through regular consultations with Nurse Preceptor and Faculty Advisor, and by completing mid and final self-evaluation.
i) Reports to Faculty Advisor any absenteeism, reported patient incidents, and other problems, as appropriate.
j) Provides feedback to the NESA program and to the practice setting about the learning opportunities available during the term.

SUPERVISION OF NURSING STUDENTS IN PRACTICE SETTINGS

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 CARN 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:

a) 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…
b) 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…
c) **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 practice 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 supervision will frequently be provided at the indirect remote level. When participating in a community project 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 nursing practice environment.