NESA Program Annual Course Reports

Q1 NESA Program Annual Course Report

Q2 **About the NESA Annual Course Report**

This Annual Course Report requires course leads to report on NESA courses once per year, usually in **April** but sometimes earlier in the school year.

This survey will enable you to quickly and efficiently discuss and convey information required for:
 - Course reporting, for course level and stream level improvement,
 - Curriculum Coordinating Committee,
 - Program evaluation, and
 - NEPAB.

**TEACHING FACULTY:**

A Word version of the Annual Course Report form has been emailed to you with the unique link to the survey. As course lead, you can use this Word version to help your course team gather the required information.

**You will not be able to return to the survey to change your answers, so please begin the survey only when you have all of the required information (as identified in the document previously circulated).**

After consulting with your course team, please complete this online Annual Course Report survey for one course at a time.

**If you are course lead for more than one course during the year, you will be sent a separate unique link** for the Annual Course Report **for each course**.

**ACADEMIC ADVISORS:**

The information required is (1) the **number of students** who were in the following programs, by year: BN Regular 4-Year Program - Year 1, Year 2, Year 3, or Year 4; BNAD Program - Year 1 or Year 2 and (2) the **number of students** who withdrew, transferred, were unsuccessful, and graduated, by BN (4 year) cohort and BNAD cohort.

**Q6 For which school year are you reporting?**

* MAY-AUG 2012, SEPT-DEC 2012, JAN-APR 2013
* MAY-AUG 2013, SEPT-DEC 2013, JAN-APR 2014
* MAY-AUG 2014, SEPT-DEC 2014, JAN-APR 2015
* MAY-AUG 2015, SEPT-DEC 2015, JAN-APR 2016
* MAY-AUG 2016, SEPT-DEC 2016, JAN-APR 2017
* MAY-AUG 2017, SEPT-DEC 2017, JAN-APR 2018
* MAY-AUG 2018, SEPT-DEC 2018, JAN-APR 2019
* MAY-AUG 2019, SEPT-DEC 2019, JAN-APR 2020

**Q108 Are you an Academic Advisor? (Is your name Sherry Hogeweide?)**

* No
* Yes, my name is Sherry Hogeweide! (**SKIP TO ACADEMIC ADVISING SECTION**)

**Q7 For which NESA course are you reporting in this survey?**

* NSG 1150 - Concepts of Health I (PS)
* NSG 1155 - Concepts of Health II (PS)
* NSG 1163 - Nursing Practice I (HIH)
* NSG 1173 - Nursing Practice II
* NSG 1181 (BNAD) - Introduction to Nursing (PS)
* NSG 1182 (BNAD) - Health Assessment (HIH)
* NURS 2125 (BNAD) HIH II Mat/Child/Peds
* NSG 2250 - HIH I MedSurg
* NSG 2254 - HIH II Mat/Child
* NURS 2255 - Nursing Practice IV Mat/Child/Peds (BNAD)
* NSG 2263 - Nursing Practice III
* NSG 2263 - Nursing Practice III (BNAD)
* NSG 2279 - Pro Sem I
* NSG 2290 - Applied Therapeutics
* NSG 2293 - Nursing Practice IV (Mat/Child)
* NURS 3020 - HIH III (CH)
* NURS 3125 - HIH IV (MH)
* NURS 3135 - Pro Sem II
* NURS 3230 - HIH V (AC)
* NURS 3360 - Nursing Research
* NURS 4135 - Pro Sem III
* NURS 4510 - Nursing Practice (MH)
* NURS 4511 - Nursing Practice (BNAD) (MH)
* NURS 4520 - Nursing Practice (CH)
* NURS 4530 - Nursing Practice (Rural Acute)
* NURS 4750 - Senior Clinical Consolidation
* **Simulation and/or Skills Lab**
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q97 Through which site do NESA students take this course or have this experience? (For which site are you reporting?)**

* LC
* U of L

**Q11 If we have any questions about your responses, we would like to contact you for clarification. Please provide the best office or cell number and email at which to reach you.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q12 Course Statistics**

**Q21 Please select the type of course this is:**

* Primarily or entirely **theory**
* Primarily or entirely **practice**
	+ A **mix** of theory **and** practice

**Q22 Is this course part of the ProSem stream or HIH stream?**

* ProSem (Professional Seminar)
* HIH (Health, Illness and Healing)
* Neither

**Q13 Please indicate from which NESA BN Program you have students in this course:**

* Students Enrolled in the **Regular BN Program**
* Students Enrolled in the **BNAD Program**
* Students Enrolled in **Both** Regular BN **and** BNAD Program

Q14 **For Courses:** Please indicate the total enrollment in this course for each semester this course was taught this past year. Please note that the textbox will only accept numbers. **These numbers only apply to NESA BN and BNAD students.**

**For Skills and Sim Lab**: Please indicate the **total number of students who went through the lab** in **each** semester. This number will include students who came as part of classes, for orientation, for clinical, and for individual sessions. **These numbers only apply to NESA BN and BNAD students.**

May – Aug.

Sept. – Dec.

Jan. – Apr.

Q14 **For Courses:** Please indicate the **number of sections** of this course each semester this past year. Please note that the textbox will only accept numbers. **These numbers only apply to NESA BN and BNAD students.**

May – Aug.

Sept. – Dec.

Jan. – Apr.

**Q15 For Courses: Please list the names of the instructors who taught this course over the past year. In each box, please type one instructor's name (e.g. Jane Smith).**

 **For Lab Instructors: Please only include regular faculty or sessional faculty, not instructors who help periodically.**

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FOR THEORY AND CLINICAL COURSES:**

**Q16 How many students were on enhancement plans this year in this course?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q18 Across all sections of this course, how many students were unsuccessful in this course this year?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q19 Across all sections of this course, how many students withdrew from this course this year?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q17 As a course team, did you discuss and compare your grade distributions or pass/fail statistics over all sections to facilitate consistency between sections?**

* Yes
* No

**IF YOU HAD BNAD STUDENTS**

Q106 How would you describe the differences between regular stream BN students and BN-AD students? (Items in this question are based on the Learning and Study Strategies Inventory [LASSI] and the Ascent to Competence Scale [Levett-Jones].) Please comment on **BN-AD students' overall performance** (on average) in relation to regular stream BN students regarding the following characteristics.

|  | ***Don't Know*** or ***Not Applicable*** | **Much Weaker**  than 4-year BN Cohort | **Weaker**  than 4-year BN Cohort | **No Difference** | **Stronger**  than 4-year BN Cohort | **Much Stronger** than 4-year BN Cohort |
| --- | --- | --- | --- | --- | --- | --- |
| Information processing abilities and clinical reasoning  |  |  |  |  |  |  |
| Abilities to select main ideas and salient information  |  |  |  |  |  |  |
| Test and assignment performance  |  |  |  |  |  |  |
| Ability to cope with classroom learning or workload  |  |  |  |  |  |  |
| Motivation to learn  |  |  |  |  |  |  |
| Self-directed behaviours  |  |  |  |  |  |  |
| Time management  |  |  |  |  |  |  |
| Ability to use scholarly literature  |  |  |  |  |  |  |
| Ability to cope regarding clinical performance  |  |  |  |  |  |  |
| Feelings of positive self-concept, confidence and professional self-worth  |  |  |  |  |  |  |
| Identification as a member of the nursing profession  |  |  |  |  |  |  |
| Ability to feel like an integral member of the nursing team in the practice setting  |  |  |  |  |  |  |
| Progression towards entry-level competence in the practice setting  |  |  |  |  |  |  |

**THEORY AND CLINICAL COURSES**

**Q26 What course text(s) are required in this course? We do not need complete details: only the author and title/topic. e.g. "Potter and Perry Fundamentals" or "Jensen's Lab Manual**."

* No text
* APA Manual
* Text 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Text 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Text 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Text 4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Text 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Custom CoursePack
* Online resources (articles from databases, websites, learning management system, etc.)
* In-class materials

**Q23 What instructional strategies were used in this course? (Please select all that apply.)**

* Lecture or other didactic methods
* Class discussions
* Small group discussions or peer sharing
* Guest speakers
* i>clicker classroom response system
* Case studies or case discussions
* Online discussions
* Educational games (digital, online, or board)
* Simulation
* Videos
* Student presentations
* PhotoVoice
* Role playing activities
* Off-site activities (such as community tours, museum visits, etc.)
* Standardized patients (with drama students)
* Orientation to clinical site and/or lab
* Orientation to clinical course
* Patient assignment
* Post-conference and/or debriefing
* Learning plans
* Reflective journaling
* Skills lab
* Shadowing an RN
* Interprofessional shadowing
* Patient follow-through
* Alternate experience such as a shift on another unit
* Concept mapping
* Worksheets
* Nursing care plans
* Group activities such as games and group quizzes
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**THEORY OR THEORY/CLINICAL MIX COURSES**

**Q24 What assessments were used in this course (items that contribute to student grade i.e. summative assessments)? (Please select all that apply.)**

* Academic papers (including all scholarly papers, annotated bibliographies, etc.)
* Reflective journal
* Oral presentations
* Poster presentation
* Peer assessment
* Participation
* i>clicker classroom response system
* Creative assignment
* Simulation
* Quizzes or exams
* Portfolio
* Learning plan
* Online discussion (i.e. within Moodle)
* Clinical resource
* Concept map
* Discussion facilitations
* Case studies
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q100 What percentage of the overall course grade (in this course only) is derived from/depends on group work? (i.e. a group grade, as opposed to a grade an individual earns by themselves)**

* None
* 5%
* 10%
* 15%
* 20%
* 25%
* 30%
* 35%
* 40%
* 45%
* 50%
* 55%
* 60%
* 65%
* 70%
* 75%
* 80%
* 85%
* 90%
* 95%
* 100%

**Q101 What percentage of the overall course grade (in this course only) is derived from attendance and/or participation? (i.e. a mark that does not relate to performance but contributes to an attendance or participation grade)**

* None
* 5%
* 10%
* 15%
* 20%
* 25%
* 30%
* 35%
* 40%
* 45%
* 50%
* 55%
* 60%
* 65%
* 70%
* 75%
* 80%
* 85%
* 90%
* 95%
* 100%

**Q25 How many types of assignments and/or assessments does this course require of students (per semester)?**
For example:

* If a theory course has only **5 in-class quizzes**, this counts as **1 type** of assignment/assessment.
* If a theory course has **1 paper** (with **2** submitted **drafts**), **2 tests**, and **1 case study**, this counts as **3 types** of assignments.
* If a clinical course has **1 learning plan** and **6 journals**, this counts as **2 types** of assignments.
* If a clinical expectation is for the student to **complete the clinical evaluation tool**, this is **not** considered an assignment.
* None
* 1 type
* 2 types
* 3 types
* 4 types
* 5 types
* 6 types
* 7 types
* 8 types
* 9 types
* 10 types
* 11 types
* 12 types
* 13 types
* 14 types
* 15 types
* 16 types
* 17 types
* 18 types
* 19 types
* 20 types
* 21 types
* 22 types
* 23 types
* 24 types
* 25 types

**Q113 How many actual submissions of assignments and/or assessments does this course require of students (per semester)?**
For example

* If a theory course has **5 in-class quizzes**, this counts as **5 actual submissions** of an assignment/assessment.
* If a theory course has **1 paper** (with **2** submitted **drafts** and **1 final** version), **2 tests**, and **1 case study**, this counts as **6 actual submissions** of an assignment/assessment.
* If a theory course has **12 weekly quizzes** in class, **1 major assignment**, and **2 graded sim lab sessions**, this counts as **15 actual submissions** of an assignment/assessment. If a clinical course has **2 journals**, 1 learning plan (**1 draft** and **1 final version**), and 2 clinical evaluations (midterm and final), this counts as **4 actual submissions** of an assignment.
* None
* 1 submission
* 2 submissions
* 3 submissions
* 4 submissions
* 5 submissions
* 6 submissions
* 7 submissions
* 8 submissions
* 9 submissions
* 10 submissions
* 11 submissions
* 12 submissions
* 13 submissions
* 14 submissions
* 15 submissions
* 16 submissions
* 17 submissions
* 18 submissions
* 19 submissions
* 20 submissions
* 21 submissions
* 22 submissions
* 23 submissions
* 24 submissions
* 25 submissions

**FOR CLINICAL OR MIXED CLINICAL/THEORY COURSES**

**Q119 How many submissions does the clinical component of the course require of students (per semester)?**

 \_\_\_\_\_\_\_ Reflective Journals

 \_\_\_\_\_\_\_ Learning Plans

 \_\_\_\_\_\_\_ Nursing Care Plans

 \_\_\_\_\_\_\_ Practice Evaluation Tool Completion by Student

 \_\_\_\_\_\_\_ Other (Please specify briefly)

**FOR ALL THEORY, CLINICAL, MIXED COURSES AND SIMULATION**

**Q29 Course Evaluation by Students**

**Q30 How was student feedback gathered about this course or experience? (Please select all that apply.)**

* End-of-course evaluations of instructors by students
* Informal feedback from students during the semester
* Formal feedback opportunities during the semester (such as midterm feedback on the course)
* Frequent structured mini-evaluation opportunities (end-of-session/class evaluation, one-minute memos, ticket out the door, etc.)
* Feedback tools specific to a site, experience or orientation
* Feedback from other nursing instructors
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Student feedback was not gathered

**Q31 Please identify the areas in this course that were identified by students as strengths of this course. (Please select and comment on all that apply.) (Please be aware that any text you enter that goes beyond the textbox will not be saved, so be brief!)**

* Course text(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Instructional activities occurring during scheduled class/clinical time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Assignments and assessments of learning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Grading \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Content of the course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Classroom environment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Lab and simulation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Clinical experience \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Orientation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Course objectives \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q32 Please identify the areas in this course that were identified by students as requiring improvement. (Please select and comment on all that apply.) (Please be aware that any text you enter that goes beyond the textbox will not be saved, so be brief!)**

* Course text(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Instructional activities occurring during scheduled class/clinical time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Assignments and assessments of learning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Grading \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Content of the course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Classroom environment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Lab and simulation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Clinical experience \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Orientation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Course objectives \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FOR ALL THEORY, CLINICAL, AND MIXED COURSES (NOT SIMULATION OR SKILLS)**

**Q34 Stakeholder Input and Feedback**

**Q35 How was stakeholder input and/or feedback collected for this course this past year? (Please select all that apply.)
(The term 'stakeholder' can refer to registered nurses, managers, members of the health care team or the community.)**

* We consulted with the clinical liaison committee
* We discussed the course with our colleagues in the NESA Program
* We consulted formally with stakeholder(s) in developing course content / patient assignment
* We discussed the program, course, or clinical experience informally with stakeholder(s)
* We discussed the students' progress and/or graduates' preparedness to practice with a unit manager or employer or other stakeholder
* We consulted CARNA documents or speakers or specialty practice group documents
* We are engaged in external committee membership with agency colleagues
* We gathered information informally through anecdotal and hallway conversations
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* We did not get stakeholder feedback

**Q36 Briefly describe the nature of the feedback you received from stakeholders (such as managers, agency staff, patients, etc.) (Please be aware that any text you enter that goes beyond the textbox will not be saved, so be brief!)**

* Positive feedback \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Negative or constructive feedback \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q38 On which areas of this course did stakeholders provide input? (Please select and comment on all that apply.)
 (The term 'stakeholder' can refer to registered nurses, managers, members of the health care team or the community.) (Please be aware that any text you enter that goes beyond the textbox will not be saved, so be brief!**

* Course text(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Instructional activities occurring during scheduled class/clinical time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Assignments and assessments of learning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Grading \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Content of the course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Classroom environment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Lab and simulation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Clinical experience \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Clinical orientation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Course objectives \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Student performance \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FOR CLINICAL OR MIXED CLINICAL/THEORY COURSES**

**Q39 Overall, stakeholders perceived that students and/or graduates are functioning at the appropriate level of practice preparedness and/or are making progress towards Entry-To-Practice Competencies (ETPCs).**

* N/A or unable to answer
* Far short of expectations
* Short of expectations
* Meets expectations
* Exceeds expectations
* Far exceeds expectations

**Q40 As a clinical instructor, I met with the unit/agency manager as follows:**

* As part of the required unit orientation and meeting with the manager
* 1-3 meetings throughout the clinical experience
* 4-6 meetings throughout the clinical experience
* 7 or more meetings throughout the clinical experience
* On an "as needed" basis only

**FOR ALL THEORY, CLINICAL, MIXED COURSES AND SIMULATION/SKILLS LAB**

**Q41 Faculty Feedback**

**Q42 How many times each semester did the teaching team for this course meet to discuss course operations and/or issues?**

* N/A
* As needed only
* Once only
* 2-3 times per semester (at key times in the semester, such as beginning, midterm and end of semester)
* 4-6 times per semester
* 7-10 times per semester
* Weekly

**Q43 Areas identified by faculty as strengths of this course or experience. (Please be aware that any text you enter that goes beyond the textbox will not be saved, so be brief!)**

* Course text(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Instructional activities occurring during scheduled class/clinical time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Assignments and assessments of learning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Grading \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Content of the course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Classroom environment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Lab and simulation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Clinical experience \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Orientation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Course objectives \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Student performance \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q44 Areas of this course identified by faculty as requiring improvement. (Please be aware that any text you enter that goes beyond the textbox will not be saved, so be brief!)**

* Course text(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Instructional activities occurring during scheduled class/clinical time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Assignments and assessments of learning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Grading \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Content of the course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Classroom environment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Lab and simulation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Clinical experience \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Orientation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Course objectives \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Student performance \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q45 To what degree are you satisfied that this course is effectively moving students towards meeting the Goals of the NESA Graduate (Designated Program Outcomes) and other educational goals? Please evaluate each of the following statements:
 Over the past year, this course:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **N/A** | **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| ...enhanced students’ ability to employ critical thinking and clinical reasoning in nursing practice.  |  |  |  |  |  |  |
| ...fostered students’ development as a reflective practitioner and lifelong learner.  |  |  |  |  |  |  |
| ...furthered students' ability to provide comprehensive and compassionate care.  |  |  |  |  |  |  |
| ...prepared students to communicate effectively and develop therapeutic relationships.  |  |  |  |  |  |  |
| ...enabled students to use a variety of technology and information systems and sources to gather evidence.  |  |  |  |  |  |  |
| ...enabled students to incorporate understanding of cultural, social, and health issues in the provision of care.  |  |  |  |  |  |  |
| ...increased students’ ability to demonstrate leadership and professionalism in nursing practice.  |  |  |  |  |  |  |
| ...fostered students' ability to practice safe, competent, and ethical nursing care.  |  |  |  |  |  |  |
| ...fostered students' ability to work in collaboration with multidisciplinary team members.  |  |  |  |  |  |  |
| ...fostered students' confidence about practicing in the clinical setting.  |  |  |  |  |  |  |
| ...increased students' preparedness for the nursing licensure exam.  |  |  |  |  |  |  |

**Q46 Over the past year, the NESA students in this course had opportunities to learn about concepts related to the following NESA Curriculum content themes: *(If necessary, please refer to the definitions below.)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Not addressed | Needed more information | Level of information was appropriate | Needed less information |
| Health  |  |  |  |  |
| Illness  |  |  |  |  |
| Healing  |  |  |  |  |
| Caring  |  |  |  |  |
| Holism  |  |  |  |  |
| Populations  |  |  |  |  |
| Environment  |  |  |  |  |

Q114 **The definitions of the content themes in this Curriculum Framework include:**

**Health:**Health is a dynamic state of well-being with biopsychosocial, spiritual, environmental and cultural dimensions, which individuals, families and communities alike strive to achieve, maintain, and regain over time. It is not merely the absence of disease or infirmity. To achieve health for all, individuals, families and communities must be able to identify and realize aspirations, satisfy needs and change or cope with the environment. Health is, therefore, seen as a resource for everyday life, not the objective of living. Health is a positive concept emphasizing social and personal resources, as well as physical capacities.

**Illness:** Illness is a highly personal state in which the person’s physical, emotional, intellectual, social, developmental or spiritual functioning is thought to be diminished. It is a subjective experience of loss of health which may or may not be related to disease.

**Healing:** Healing is a bio-psycho-social-spiritual process that exists as a potential in all individuals and is activated from within. As a healing facilitator, the nurse forms a caring relationship which assists the client by triggering his/her own self healing potential.

**Caring:**Caring is the means, the medium, the mode through which the human being in a being-in-the-world. There are five attributes of human behaviour that express caring: compassion, competence, confidence, conscience, and commitment.

**Holism:** Holism involves identifying the interrelationships of the bio-psycho-social-spiritual dimensions of the person, recognizing that the whole is greater than the sum of its parts; and that holism involves understanding the individual as a unitary whole in mutual process with the environment.

**Population:** Population refers to a specified group within society whose members share a common identity or interest that may be related to geographical, political, social, economic, physical environment, age, or status factors.

**Environment:** The client is embedded in and interacts with a complex environmental system. It includes the familial and social systems in which a person lives, the community resources available, the geographic and political factors that influence health, and the health care systems that may be available. Consideration of environment takes into account the local, national, and global influences that affect all clients.

**Q47 How is content and process determined for this course or experience? (Please select all that apply.)**

* + Through course team meetings and discussions with colleagues
	+ Information gathered from practice areas
	+ Information gathered from scholarly evidence
	+ Information gathered from other Schools of Nursing
	+ Community experts, nursing practice documents, standards of practice,or practice partners were consulted in the development of the course, its content and/or processes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Nursing student input
	+ Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q48 Changes to this Course in Response to Student, Faculty, or Stakeholder Feedback**

**Q49 In response to STUDENT, FACULTY, and STAKEHOLDER feedback, what is going to be changed in this course/experience? (Please ONLY select and comment on those that will CHANGE.) (Also, please be aware that any text you enter that goes beyond the textbox will not be saved, so be brief!)**

* Course text(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Instructional activities occurring during scheduled class/clinical time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Assignments and assessments of learning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Grading \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Content of the course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Classroom environment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Lab and simulation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Clinical experience \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Clinical site \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Patient assignments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Student experiences \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Orientation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Course objectives \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Re-examining alignment with ETPCs or curriculum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q50 Please indicate the expected date of completion for the changes indicated above: *(Please enter date in the prescribed format of M/D/Y, e.g. 7/31/2013)***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q51 Were the changes suggested in the previous course report for this course implemented successfully?**

* Yes
* No (please **briefly** indicate reason, if required)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**THEORY COURSES OR MIXED THEORY/CLINICAL COURSES[[1]](#footnote-1)**

**Q52 Mapping Courses to Entry-to-Practice Competencies**
Please select each entry-to-practice competency that is addressed **in the course for which you are reporting in this survey.**

**PLEASE NOTE: No single course will address ALL of these competencies; rather, it is all the courses combined that enable us to address all of the competencies through the NESA Program.**

**This information is currently on file for the following courses. You only need to map ETPCs to courses if the course or ETPCs have undergone significant change.**

 **LC:
 NSG 1150**
 **NSG 1155
 NSG 1163
 NSG 1173
 NSG 1181 BNAD
 NSG 1182 BNAD
 NSG 2250
 NSG 2254
 NSG 2263
 NSG 2263 BNAD
 NSG 2279
 NSG 2290
 NSG 2293

 U of L:
 NURS 3020
 NURS 3125
 NURS 3135
 NURS 3230
 NURS 3360
 NURS 4135
 NURS 4510
 NURS 4511 BNAD
 NURS 4520
 NURS 4530
 NURS 4750**

* My course **is one of the ones identified above** (**SKIP THIS QUESTION**)
* My course **is not** one of the ones identified above (CONTINUE AND ENTER THE REQUIRED INFORMATION)
* This is a **simulation or skills lab report ONLY** (**SKIP THIS QUESTION**)

**Q53 PLEASE SELECT ONLY THOSE COMPETENCIES THAT THIS COURSE ADDRESSES.**

* 1. Represents self by first and last name and professional designation (protected title) to clients and the health care team.
* 2. Is accountable and accepts responsibility for own actions and decisions.
* 3. Recognizes individual competence within legislated scope of practice and seeks support and assistance as necessary.
* 4. Articulates the role and responsibilities of a registered nurse as a member of the nursing and health care team.
* 5. Demonstrates a professional presence and models professional behaviour.
* 6. Demonstrates leadership in client care by promoting healthy and culturally safe practice environments.
* 7. Displays initiative, a beginning confidence, self-awareness, and encourages collaborative interactions within the health care team.
* 8. Demonstrates critical inquiry in relation to new knowledge and technologies that change, enhance, or support nursing practice.
* 9. Exercises professional judgment when using agency policies and procedures, or when practising in the absence of agency policies and procedures.
* 10. Organizes own workload and develops time management skills for meeting responsibilities.
* 11. Demonstrates responsibility in completing assigned work and communicates about work completed and not completed.
* 12. Uses conflict resolution strategies to achieve healthier interpersonal interactions.
* 13. Questions unclear orders, decisions, or actions inconsistent with client outcomes, best practices, and health safety standards.
* 14. Protects clients through recognizing and reporting near misses and errors (the RN’s own and others) and takes action to stop and minimize harm arising from adverse events.
* 15. Takes action on recognized unsafe health care practices and workplace safety risks to clients and staff.
* 16. Seeks out and critiques nursing and health-related research reports.
* 17. Integrates quality improvement principles and activities into nursing practice.
* 18. Has a knowledge base about the contribution of registered nurse practice to the achievement of positive client health outcomes.
* 19. Has a knowledge base from nursing and other disciplines concerning current and emerging health care issues and trends (e.g., the health care needs of older adults, vulnerable and/or marginalized populations, health promotion, obesity, pain prevention and pain management, end-of-life care, problematic substance use, and mental health).
* 20. Has a knowledge base about human growth and development, and population health, including the determinants of health.
* 21. Has a knowledge base in the health sciences, including anatomy, physiology, pathophysiology, psychopathology, pharmacology, microbiology, epidemiology, genetics, immunology, and nutrition.
* 22. Has a knowledge base in nursing sciences, social sciences, humanities, and health-related research (e.g., culture, power relations, spirituality, philosophical, and ethical reasoning).
* 23. Has a knowledge base about workplace health and safety, including ergonomics, safe work practices, prevention and management of disruptive behaviour, including horizontal violence, aggressive, or violent behaviour.
* 24. Has theoretical and practical knowledge of relational practice and understands that relational practice is the foundation for all nursing practice.
* 25. Has knowledge about emerging community and global health issues, population health issues and research (e.g., pandemic, mass immunizations, emergency/disaster planning, and food and water safety).
* 26. Knows how to find evidence to support the provision of safe, competent, compassionate, and ethical nursing care, and to ensure the personal safety and safety of other health care workers.
* 27. Understands the role of primary health care and the determinants of health in health delivery systems and its significance for population health.
* 28. Understands nursing informatics and other information and communication technologies used in health care.
* 29. Uses appropriate assessment tools and techniques in consultation with clients and the health care team.
* 30. Engages clients in an assessment of the following: physical, emotional, spiritual, cultural, cognitive, developmental, environmental, and social needs.
* 31. Collects information on client status using assessment skills of observation, interview, history taking, interpretation of laboratory data, mental health assessment, and physical assessment, including inspection, palpation, auscultation, and percussion.
* 32. Uses information and communication technologies to support information synthesis.
* 33. Uses anticipatory planning to guide an ongoing assessment of client health status and health care needs (e.g., prenatal/postnatal, adolescents, older adults, and reaction to changes in health status and/or diagnosis).
* 34. Analyzes and interprets data obtained in client assessments to draw conclusions about client health status.
* 35. Incorporates knowledge of the origins of the health disparities and inequities of Aboriginal Peoples and the contributions of nursing practice to achieve positive health outcomes for Aboriginal Peoples.
* 36. Incorporates knowledge of the health disparities and inequities of vulnerable populations (e.g., sexual orientation, persons with disabilities, ethnic minorities, poor, homeless, racial minorities, language minorities) and the contributions of nursing practice to achieve positive health outcomes.
* 37. Collaborates with clients and the health care team to identify actual and potential client health care needs, strengths, capacities, and goals.
* 38. Completes assessments in a timely manner, and in accordance with evidence-informed practice, agency policies, and protocols.
* 39. Uses critical inquiry to support professional judgment and reasoned decision making to develop health care plans.
* 40. Uses principles of primary health care in developing health care plans.
* 41. Facilitates the appropriate involvement of clients in identifying their preferred health outcomes.
* 42. Negotiates priorities of care and desired outcomes with clients, demonstrating cultural safety, and considering the influence of positional power relationships.
* 43. Initiates appropriate planning for clients’ anticipated health problems or issues and their consequences (e.g., childbearing, childrearing, adolescent health, and senior well-being).
* 44. Explores and develops a range of possible alternatives and approaches for care with clients.
* 45. Facilitates client ownership of direction and outcomes of care developed in their health care plans.
* 46. Collaborates with the health care team to develop health care plans that promote continuity for clients as they receive conventional health care, and complementary and alternative therapy.
* 47. Determines, with the health care team or health-related sectors, when consultation is required to assist clients in accessing available resources.
* 48. Consults with the health care team as needed to analyze and organize complex health challenges into manageable components for health care planning.
* 49. Provides nursing care across the lifespan that is informed by a variety of theories relevant to health and healing (e.g., nursing; family; communication and learning; crisis intervention; loss, grief, and bereavement; systems; culture; community development; and population health theories).
* 50. Prioritize and provide timely nursing care and consult as necessary for any client with co-morbidities, and a complex and rapidly changing health status.
* 51. Provides nursing care to clients with chronic and persistent health challenges (e.g., mental health, problematic substance abuse, dementia, cardiovascular conditions, stroke, asthma, arthritis, and diabetes).
* 52. Incorporates evidence from research, clinical practice, client perspective, client and staff safety, and other available resources to make decisions about client care.
* 53. Supports clients through developmental stages and role transitions across the lifespan (e.g., pregnancy, infant nutrition, well-baby care, child development stages, family planning and relations).
* 54. Recognizes, seeks immediate assistance, and helps others in a rapidly changing client condition affecting health or patient safety (e.g., myocardial infarction, surgical complications, acute neurological event, acute respiratory event, cardiopulmonary arrest, perinatal crisis, diabetes crisis, mental health crisis, premature birth, shock, and trauma).
* 55. Applies principles of population health to implement strategies to promote health as well as prevent illness and injury (e.g., promoting hand washing, immunization, helmet safety, and safe sex).
* 56. Assists clients to understand how lifestyle factors impact health (e.g., physical activity and exercise, sleep, nutrition, stress management, personal and community hygiene practices, family planning, and high-risk behaviours).
* 57. Implements learning plans to meet identified client learning needs.
* 58. Assists clients to identify and access health and other resources in their communities (e.g., other health disciplines, community health services, rehabilitation services, support groups, home care, relaxation therapy, meditation, and information resources).
* 59. Applies knowledge when providing nursing care to prevent development of complications (e.g., optimal ventilation and respiration, circulation, fluid and electrolyte balance, nutrition, urinary elimination, bowel elimination, body alignment, tissue integrity, comfort, and sensory stimulation).
* 60. Applies bio-hazard and safety principles, evidence-informed practices, infection prevention and control practices, and appropriate protective devices when providing nursing care to prevent injury to clients, self, other health care workers, and the public.
* 61. Implements strategies related to the safe and appropriate administration and use of medication.
* 62. Recognizes and takes initiative to support environmentally responsible practice (e.g., observing safe waste disposal methods, using energy as efficiently as possible, and recycling plastic containers and other recyclable materials).
* 63. Performs therapeutic interventions safely (e.g., positioning, skin and wound care, management of intravenous therapy and drainage tubes, and psychosocial interaction).
* 64. Implements evidence-informed practices of pain prevention and pain management with clients using pharmacological and non-pharmacological measures.
* 65. Prepares the client for diagnostic procedures and treatments, provides post-diagnostic care, performs procedures, interprets findings, and provides follow-up care as appropriate.
* 66. Provides nursing care to meet palliative care or end-of-life care needs (e.g., pain and symptom management, psychosocial and spiritual support, and support for significant others).
* 67. Uses critical inquiry to monitor and evaluate client care in a timely manner.
* 68. Collaborates with others to support involvement in research and the use of research findings in practice.
* 69. Modifies and individualizes client care based on the emerging priorities of the health situation in collaboration with clients.
* 70. Verifies that clients have an understanding of essential information and skills to be active participants in their own care.
* 71. Reports and documents client care in a clear, concise, accurate, and timely manner.
* 72. Demonstrates honesty, integrity, and respect in all professional interactions.
* 73. Takes action to minimize the potential influence of personal values, beliefs, and positional power on client assessment and care.
* 74. Establishes and maintains appropriate professional boundaries with clients and the health care team, including the distinction between social interaction and therapeutic relationships.
* 75. Engages in relational practice through a variety of approaches that demonstrate caring behaviours appropriate for clients.
* 76. Promotes a safe environment for clients, self, health care workers, and the public that addresses the unique needs of clients within the context of care.
* 77. Demonstrates consideration of the spiritual and religious beliefs and practices of clients.
* 78. Demonstrates knowledge of the distinction between ethical responsibilities and legal obligations and their relevance when providing nursing care.
* 79. Respects and preserves clients’ rights based on the values in the CNA Code of Ethics for Registered Nurses and an ethical framework.
* 80. Demonstrates an understanding of informed consent as it applies in multiple contexts (e.g., consent for care, refusal of treatment, release of health information, and consent for participation in research).
* 81. Uses an ethical reasoning and decision-making process to address ethical dilemmas and situations of ethical distress.
* 82. Accepts and provides care for all clients, regardless of gender, age, health status, lifestyle, sexual orientation, beliefs, and health practices.
* 83. Demonstrates support for clients in making informed decisions about their health care, and respects those decisions.
* 84. Advocates for safe, competent, compassionate, and ethical care for clients or their representatives, especially when they are unable to advocate for themselves.
* 85. Demonstrates ethical responsibilities and legal obligations related to maintaining client privacy, confidentiality and security in all forms of communication, including social media.
* 86. Engages in relational practice and uses ethical principles with the health care team to maximize collaborative client care.
* 87. Enacts the principle that the primary purpose of the registered nurse is to practice in the best interest of the public and to protect the public from harm.
* 88a. Demonstrates knowledge about the structure of the health care system at the: national level.
* 88b. Demonstrates knowledge about the structure of the health care system at the: provincial/territorial level.
* 88c. Demonstrates knowledge about the structure of the health care system at the: regional/municipal level.
* 88d. Demonstrates knowledge about the structure of the health care system at the: agency level.
* 88e. Demonstrates knowledge about the structure of the health care system at the: practice setting or program level.
* 89. Recognizes the impact of organizational culture on the provision of health care and acts to enhance the quality of a professional and safe practice environment.
* 90a. Demonstrates leadership in the coordination of health care by: assigning client care.
* 90b. Demonstrates leadership in the coordination of health care by: consenting to and supervising and evaluating the performance of health-care aides and undergraduate nursing employees in performing restricted activities.
* 90c. Demonstrates leadership in the coordination of health care by: facilitating continuity of client care.
* 91a. Participates and contributes to nursing and health care team development by: recognizing that one’s values, assumptions, and positional power affects team interactions, and uses this self-awareness to facilitate team interactions.
* 91b. Participates and contributes to nursing and health care team development by: building partnerships based on respect for the unique and shared competencies of each team member.
* 91c. Participates and contributes to nursing and health care team development by: promoting interprofessional collaboration through application of principles of decision-making, problem solving, and conflict resolution.
* 91d. Participates and contributes to nursing and health care team development by: contributing nursing perspectives on issues being addressed by the health care team.
* 91e. Participates and contributes to nursing and health care team development by: knowing and supporting the full scope of practice of team members.
* 91f. Participates and contributes to nursing and health care team development by: providing and encouraging constructive feedback.
* 92a. Collaborates with the health care team to respond to changes in the health care system by: recognizing and analyzing changes that affect one’s practice and client care.
* 92b. Collaborates with the health care team to respond to changes in the health care system by: developing strategies to manage changes affecting one’s practice and client care.
* 92c. Collaborates with the health care team to respond to changes in the health care system by: implementing changes when appropriate.
* 92d. Collaborates with the health care team to respond to changes in the health care system by: evaluating effectiveness of strategies implemented to change nursing practice.
* 93. Uses established communication policies and protocols within and across health care agencies, and with other service sectors.
* 94. Uses resources in a fiscally responsible manner to provide safe, effective, and efficient care.
* 95. Supports healthy public policy and principles of social justice.
* 96. Distinguishes among the mandates of regulatory bodies, professional associations, and unions.
* 97. Demonstrates understanding of the registered nurse profession as a self-regulating and autonomous profession mandated by provincial legislation to protect the public.
* 98. Distinguishes between the legislated scope of practice and the registered nurse’s individual competence.
* 99. Understands the significance of professional activities related to the practice of registered nurses (e.g., attending annual general meetings, participating in surveys related to review of practice standards, and understanding significance of membership on regulatory committees, boards, or councils).
* 100. Adheres to the duty to report unsafe practice in the context of professional self-regulation.
* 101. Understands the significance of fitness to practice in the context of nursing practice, self-regulation, and public protection.
* 102. Identifies and implements activities that maintain one’s fitness to practice.
* 103. Understands the significance of continuing competence requirements within professional self-regulation.
* 104a. Demonstrates continuing competence and preparedness to meet regulatory requirements by: assessing one’s practice and individual competence to identify learning needs.
* 104b. Demonstrates continuing competence and preparedness to meet regulatory requirements by: developing a learning plan using a variety of sources (e.g., self-evaluation and peer feedback).
* 104c. Demonstrates continuing competence and preparedness to meet regulatory requirements by: seeking and using new knowledge that may enhance, support, or influence competence in practice.
* 104d. Demonstrates continuing competence and preparedness to meet regulatory requirements by: implementing and evaluating the effectiveness of one’s learning plan and developing future learning plans to maintain and enhance one’s competence as a registered nurse.

**Q54 Mapping Course Outcomes/Objectives to ETPCs (NEPAB Requirement)**
**PLEASE NOTE:** This information is currently on file for the following courses. Please skip this question if you are reporting on **one of the following courses, unless the course objectives or ETPCs has undergone significant change.**

 **LC:
 NSG 1150**
 **NSG 1155
 NSG 1163
 NSG 1173
 NSG 1181 BNAD
 NSG 1182 BNAD
 NSG 2250
 NSG 2254
 NSG 2263
 NSG 2263 BNAD
 NSG 2279
 NSG 2290
 NSG 2293

 U of L:
 NURS 3020
 NURS 3125
 NURS 3135
 NURS 3230
 NURS 3360
 NURS 4135
 NURS 4510
 NURS 4511 BNAD
 NURS 4520
 NURS 4530
 NURS 4750**

* My course **is one of the ones identified above** (**SKIP THIS QUESTION**)
* My course **is NOT** one of the ones identified above (CONTINUE AND ENTER REQUIRED INFORMATION)
* This is a **simulation and skills lab** report ONLY (**SKIP THIS QUESTION**)

**Q55 For this question, please copy and paste from the course outline each objective/outcome for this course below. Please input one objective/outcome per text space. Don't worry if the length of the objective exceeds the available space in the text box.**
**PLEASE COPY AND PASTE YOUR COURSE OUTCOMES BELOW.** *In the next question (****not this one****), you will be asked to provide the ETPCs that each addresses.*

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 11 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 12 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 13 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 14 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 15 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 16 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 17 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 18 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 19 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 20 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q56 Please indicate, by number, which ETPCs are addressed through the following course objective. Please separate the numerical values with a comma followed by a space. YOU ONLY HAVE TO DO THIS ONCE, OR IF THE ETPCs CHANGE, OR IF THE COURSE OBJECTIVES CHANGE.**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
15. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
16. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
17. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
18. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
19. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
20. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ALL COURSES THAT HAVE A SYLLABUS/COURSE OUTLINE**

Q95 Please append the most recent course outline you used this past year for this course, for NESA records.

**COURSE ADVISOR: SHERRY HOGEWEIDE**

**Q110 How many students were in the following programs in the years indicated? (Please include students who eventually withdrew or were eventually unsuccessful)**

BN Regular 4-year Program - Year 1 : \_\_\_\_\_\_\_

BN Regular 4-year Program - Year 2 : \_\_\_\_\_\_\_

BN Regular 4-year Program - Year 3 : \_\_\_\_\_\_\_

BN Regular 4-year Program - Year 4 : \_\_\_\_\_\_\_

BN-AD Program - Year 1 : \_\_\_\_\_\_\_

BN-AD Program - Year 2 : \_\_\_\_\_\_\_

 Total : \_\_\_\_\_\_\_\_

**Q112 How many students are in the following categories for this reporting year?**

 \_\_\_\_\_\_\_ Total # of **enrolment** in the BN Regular 4-year Program

 \_\_\_\_\_\_\_ Total # of **transfers in** to the BN Regular 4-year Program

 \_\_\_\_\_\_\_ Total # of **exits (academic disqualification, withdrawal, or transfer out)** from the BN Regular 4-year Program

 \_\_\_\_\_\_\_ Total # of **graduates** of the BN Regular 4-year Program

 \_\_\_\_\_\_\_ Total # of **enrolment** in the BNAD Program

 \_\_\_\_\_\_\_ Total # of **transfers in** to the BNAD Program

 \_\_\_\_\_\_\_ Total # of **exits (academic disqualification, withdrawal, or transfer out)** from the BNAD Program

 \_\_\_\_\_\_\_ Total # of **graduates** of the BNAD Program

**Q115 Comments regarding enrolment, transfers, withdrawals, reasons for withdrawal and at what point in the program, or graduate data or trends: (i.e. reasons, if returning, academic disqualifications, etc.)**

(Text box)

**SKILLS AND SIMULATION ONLY**

**Q94 Please indicate the number of sim or skills lab sessions associated with each NESA course this past reporting year:**

NSG 1150 : \_\_\_\_\_\_\_

NSG 1155 : \_\_\_\_\_\_\_

NSG 1163 : \_\_\_\_\_\_\_

NSG 1173 : \_\_\_\_\_\_\_

NSG 1181 BNAD : \_\_\_\_\_\_\_

NSG 1182 BNAD : \_\_\_\_\_\_\_

NSG 2250 : \_\_\_\_\_\_\_

NSG 2254 : \_\_\_\_\_\_\_

NSG 2255 : \_\_\_\_\_\_\_

NSG 2263 : \_\_\_\_\_\_\_

NSG 2279 : \_\_\_\_\_\_\_

NSG 2290 : \_\_\_\_\_\_\_

NSG 2293/2255 : \_\_\_\_\_\_\_

NURS 3020 : \_\_\_\_\_\_\_

NURS 3125 : \_\_\_\_\_\_\_

NURS 3230 : \_\_\_\_\_\_\_

NURS 4510 : \_\_\_\_\_\_\_

NURS 4511 : \_\_\_\_\_\_\_

NURS 4520 : \_\_\_\_\_\_\_

NURS 4530 : \_\_\_\_\_\_\_

NURS 4750 : \_\_\_\_\_\_\_

Open session or individuals : \_\_\_\_\_\_\_

Orientation : \_\_\_\_\_\_\_

Alternate Clinical Day (e.g. Snow Day) : \_\_\_\_\_\_\_

Custom : \_\_\_\_\_\_\_

Other : \_\_\_\_\_\_\_

Other : \_\_\_\_\_\_\_

Other : \_\_\_\_\_\_\_

Total : \_\_\_\_\_\_\_\_

**Q98 Please indicate the number of sessions in the lab this year that were comprised of:**

Hi-Fidelity Simulation : \_\_\_\_\_\_\_

Mid-Fidelity and Case Study : \_\_\_\_\_\_\_

Low-Fidelity and Skills : \_\_\_\_\_\_\_

Total : \_\_\_\_\_\_\_\_

**Q99 Please select the psychomotor skills taught during this reporting year in the skills lab:**

* Back care and transferring
* Bed-making
* Cardiovascular assessment
* Catheter care/insertion
* Chest tube management
* CVAD/PICC management
* Enteral nutrition
* Fetal monitoring
* Foot care
* Handwashing
* Immunization
* IV initiation
* IV management
* Medication administration
* Neurological assessment
* NG tube insertion
* Ostomy care
* Personal care
* Phlebotomy
* Physical assessment
* Range of motion
* Respiratory assessment
* Tracheostomy care
* Vital signs
* Wound care, surgical
* Wound care, chronic
* Other: Please list briefly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q96 Thank you for contributing to the NESA BN Program evaluation and reporting process. Your timely contribution is greatly appreciated! A PDF of your responses will be generated by the NESA Front Office (UL) staff and sent back to you, for your records and for continuous quality improvement.

Please email me if you have any questions or comments about the Annual Course Report format.

Sincerely,
 Em Pijl

1. It is presumed that clinical courses will cover all of the competencies. [↑](#footnote-ref-1)