

## GUIDELINE

<b>SUBJECT/TITLE:</b> Student Learning Plan: Undergraduate Nursing Practice Courses (Medicine Hat College Site)		<b>PAGE:</b> 1 of 8
<b>RELATED POLICY:</b>		<b>DATE ESTABLISHED:</b> April 2009
<b>AUTHORIZATION:</b> Practice Policy and Procedure Committee UPEC/Faculty of Nursing		<b>DATE LAST REVIEWED:</b> April 10, 2018 June 13, 2018

### Definition:

In this document:

- “Instructor” refers to any faculty member who teaches an on-campus or off-campus practice course within the Faculty of Nursing.
- “Student” refers to any Student enrolled in the Medicine Hat College Undergraduate Nursing Program.
- “Learning Plan” is a document that is intended to communicate and document concerns with Student performance in the practice area and to provide strategies for Student success.

### Purpose:

A Learning Plan is created to support Student success. The Learning Plan will document and communicate concerns with Student performance in the practice area and provide strategies for Student success.

The learning plan should be created by the Instructor in collaboration with the Nursing Practice Course Coordinator (NPCC) and the Student in the following circumstances:

- Student is demonstrating potentially unsafe and/or unprofessional practice behaviours
- Student is not progressing as well as they should
- Student has been absent from practice (on or off campus) and may be at risk of not meeting the course learner outcomes by the end of the practice course

### Process:

1. The Instructor advises the NPCC and the Chair of the Nursing Department of the performance issues that have been identified and be informed about any concerns prior to a Learning Plan being initiated. The NPCC must be consulted and kept apprised throughout the process.
2. The Instructor and the NPCC create the learning plan together using the template provided. The Student collaborates with the Instructor to determine strategies for success and may also be involved in other elements of the Learning Plan. The following must be identified (see Appendix A for example):

- a) **Area(s) of concern:** Briefly state area(s) of concern
  - b) **Specific examples from practice:** Clearly state all examples related to each concern, including dates if known
  - c) **Related course learner outcome(s):** State learner outcome(s) including description and number
  - d) **Performance/behaviour Student must demonstrate to pass:** Describe the behaviour(s) the Student will display that will indicate the outcome has been met.
  - e) **Strategies for success:** Outline what the Instructor and the Student or others involved will do or put in place to assist the Student. For example, attending the Lab Coach, reflecting on error(s), reviewing related theory.
3. The NPCC must review the Learning Plan prior to implementation and send a copy to the Chair of the Nursing Program for review and feedback.
  4. The Instructor meets with the Student in a private area to review the Learning Plan. The Student and Instructor sign the Learning Plan and each keep a copy. The Instructor provides a signed copy to the NPCC within one week. The NPCC adds his/her signature and provides a signed copy to the Instructor within one week.
  5. In the event that the Student changes practice sites and / or Instructors during the course, the Learning Plan will be provided to the new Instructor by the initiating Instructor and will continue to be in effect.
  6. The Student and Instructor meet at planned intervals to review progress. Once it is deemed that a student has successfully addressed an area of concern, the Instructor documents the date in the column provided in the learning plan.
  7. Upon successful completion of the Learning Plan, the Instructor and Student sign and date the Learning Plan in the spaces provided.
  8. If the Student is progressing, but has not met all of the learner outcomes at the completion date of the Learning Plan, the Instructor consults with the NPCC to determine if the Learning Plan may be extended. If the Learning Plan is going to be extended, then the revised date is documented on the Learning Plan and signed by the Student and Instructor in the spaces provided.
  9. The Instructor determines if the Student has met the requirements of the Learning Plan. If the Student does not meet the requirements of the Learning Plan, the Instructor consults with the NPCC and meets with the Student. The Instructor documents "Unsuccessful" in the space provided and signs the Learning Plan.
  10. The Instructor retains the signed Learning Plan and submits it to the NPCC with the Student's mid-term and final evaluations at the end of term.
  11. The NPCC submits the Learning Plan to the Coordinator, Undergraduate Programs, following the course end date for placement in the Student file.

**Points of Emphasis:**

The following points of emphasis, when followed, will ensure clear and transparent communication that supports both the Student and the Instructor.

**1. Clear Communication**

When an Instructor has noted pattern(s) of behavior that are not meeting the course learner outcomes, it is important that the Student is informed as soon as possible after the Instructor has noted the concern and that the information is shared with him/her verbally and in writing. A Student should be aware of his/her progress throughout the term. The Instructor advises the Student that he/she is at risk of failure upon implementation of the Learning Plan. Planned communication at scheduled intervals will occur between the Student and Instructor for the duration, and at the end, of

the learning plan. Instructor reviews specific examples (Instructor's anecdotal notes/preceptor feedback) with the Student. Student reads and initials the Instructor notes on student progression.

## **2. Documentation**

An essential responsibility of the Instructor is to document the Student's progress in relation to the learning plan. The Instructor will support progress by citing specific examples and sharing this with the Student. The Student identifies his/her learning achievements and reports to the Instructor on a regular basis. There are two key points in relation to documentation:

- a) Documentation must be specific and present clear evidence of accomplishment, or lack thereof, relevant to the course learner outcomes and the Learning Plan; and
- b) Instructors must keep anecdotal notes to support observations, level of achievement, success or failure. Documentation tracks progress and also provides evidence should it be needed.

## **3. Review of Student File**

The NPCC may access Student evaluations from previous courses when the Chair of the Nursing program determines that it will either benefit the Student or protect the safety of the patient.



**MEDICINE HAT  
COLLEGE**



**UNIVERSITY OF  
CALGARY**

**FACULTY OF NURSING**

**Nursing XXX  
Learning Plan**

Student Name: \_\_\_\_\_  
 Student UCID: \_\_\_\_\_  
 Instructor Name: \_\_\_\_\_  
 Commencement Date of Learning Plan: \_\_\_\_\_  
 Completion Date of Learning Plan: \_\_\_\_\_

**TERMS OF LEARNING PLAN**

\_\_\_\_\_ is presently enrolled in Nursing XXX. As the course Instructor, I have identified certain clinical performance areas that the Student has not met at this time. \_\_\_\_\_ must achieve a satisfactory level of performance in the areas outlined below by \_\_\_\_\_ [Date]. Successful completion of the following is part of the requirements to achieve a passing grade.

Area of Concern	Examples From Practice	Related Course Learner Outcome(s)	Performance/Behaviour(s) Student Must Demonstrate	Strategies For Success (Developed in collaboration with the Student)	Date of Achievement

Failure to meet the terms of the Learning Plan or unsatisfactory performance in relation to this Learning Plan will result in failure of the course. It is expressly understood that successful completion of this Learning Plan does not automatically result in a successful completion of the course. **All** related course learner outcomes/behavioural indicators must be met by the end of the course.

**The signature of the Student indicates that he/she has had the opportunity to review and discuss his/her clinical performance with his/her Instructor; it does not imply agreement.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Nursing Practice Course Coordinator  
Signature

\_\_\_\_\_  
Chair of Nursing  
Signature

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Date Signed

**STUDENT PROGRESS REPORT**

- Student is progressing, but has not yet met the learner outcomes identified in the Learning Plan. Learning Plan will be extended to \_\_\_\_\_ (date).
- Successfully completed
- Unsuccessful

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix A

### SAMPLE: Learning Plan Chart

Area of Concern	Examples From Practice	Related Course Learner Outcome(s)	Performance/Behaviour(s) Student Must Demonstrate	Strategies For Success
<p>Unable to plan and carry out nursing care</p>	<ul style="list-style-type: none"> <li>• Unable to articulate the steps required for tracheal suctioning despite having a patient with a tracheostomy 2 times previously this term (Feb. 14)</li> <li>• Did not complete vital signs as ordered (Jan. 20, Feb. 14)</li> <li>• Did not recognize the significance of the patients drop in pulse and did not report the change in pulse to the RN (Jan. 20)</li> </ul>	<p>Make a strong case for the selection of best practice interventions based on your client assessment and identification of nursing sensitive goals and outcomes for care (5.4)</p>	<ul style="list-style-type: none"> <li>• Prepare a plan for nursing care (1-3 priorities and related interventions) for the patient and discuss with the NI at 0900</li> <li>• After each shift meet with NI to evaluate care provided (were medications and procedures completed on time, report on the 1-3 nursing priorities with assessment of the effectiveness of the interventions)</li> <li>• Review procedures as needed in advance of performing them with a patient</li> <li>• Perform all procedures on time and safely</li> <li>• Report all vital signs outside of normal range to the RN</li> </ul>	<ul style="list-style-type: none"> <li>• Review current and past course materials as needed to build knowledge base</li> <li>• Practice skills in the CSLC</li> <li>• Develop a care plan daily to increase knowledge and clinical reasoning</li> <li>• Practice self-care</li> </ul>

# Student Learning Plan Process



