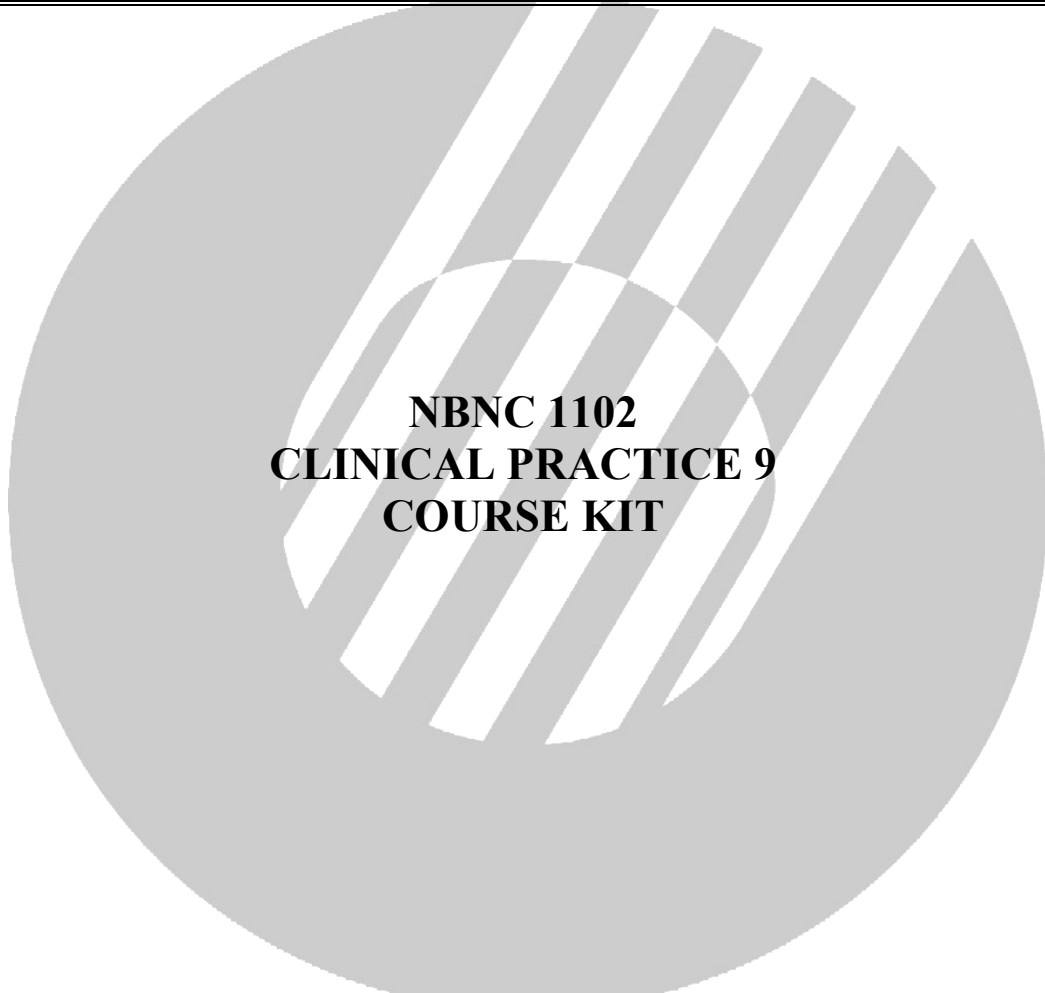




FACULTY OF NURSING AND ALLIED HEALTH SCIENCES

A large, light gray circular graphic with a smaller, white circular graphic inside it. The white circle contains several diagonal stripes in a light gray color, creating a stylized 'U' shape.

**NBNC 1102
CLINICAL PRACTICE 9
COURSE KIT**

JUNE SEMESTER 2016

INTRODUCTION

Clinical Practice 9 is a General Practicum focusing on Management and Medico Legal Studies that is implemented in the student's own ward or area of practice. You will continue to work in your organization and your official working hours will be considered as practicum hours. Your learning will take place as you work because you need to apply more of the theory that you have learnt into your work tasks. You **DO NOT** need a Clinical Preceptor in the clinical practice.

You need to be SELF-DIRECTED in implementing your learning activities with support from your face-to-face Tutor and eTutor (via eForum) for the subject of NBBS1104 Management and Medico Legal Studies B.

COURSE OBJECTIVES

At the end of this course, students will be able to:

- i. Discuss critically the appropriate approaches in creating a positive work environment
- ii. Apply all / some levels of management process appropriately in clinical setting
- iii. Apply knowledge on ethics and medico legal in the clinical practice
- iv. Value the importance of proper management and medico legal in nursing practice

Students will need to make conscious effort to evaluate their current practice and clinical performance.

ASSESSMENT METHOD

The assessment for NBNC1102 Clinical Practice 9 has 3 Parts consisting of the following components:

PART	COMPONENT	MARKS (%)
I	Clinical Practice Record <ul style="list-style-type: none">• Record of the Clinical Practice Hours - 384 hours• Attachment - Records of the Working Hours• Participation in the Suggested Learning Activities• Verification - by the Superior Staff (Director/Matron/Sister etc.)	10% (4%) (1%) (4%) (1%)
II	Written Assignment	60%
III	Oral Presentation	30%
	TOTAL	100%

PART I: CLINICAL PRACTICE RECORD (10%)

Please record the total number of your Clinical Practice hours in the Table provided in Appendix 1. It is **COMPULSORY** that you achieve not less than **384 hours** of the Clinical Practice hours and be verified by your Superior. Attach the verified photocopies of your Records of Working Hours (e.g. Punch Card) to substantiate the total number of your Clinical Practice hours.

The assessment will be based on the following aspects:

- Record of the Clinical Practice Hours - 384 hours (4 marks)
 - Attachment - Records of the Working Hours (1 marks)
 - Participation in the Suggested Learning Activities (4 marks)
 - Verification - by the Superior Staff (Director/Matron/Sister etc.) (1 marks)
-

PART II: WRITTEN ASSIGNMENT (60%)

Synopsis

Lewin (1951) in his model clearly articulated that change was characterized by a state of imbalance between driving forces and restraining forces. In order to cope, change has become perpetual (Kaminski, 2000). Nursing is a field that requires a good deal of adaptation by an organization and individual due to its many changes and fundamental processes.

Requirement

Identify a situation in your work place that needs change and discuss critically how you can improve the situation by using change process.

Outline for Written Assignment:

- Introduction – the intention of your work / discussion.
- Description – background of the situation in the work place.
- Discussion - the situation that needs change and change process for the improvement of the identified situation.
- Conclusion – summary of the content.
- References - APA style

Format of the Written Assignment:

1. Word count: 2500 – 3000
2. Font: Times New Roman / Arial, Size 12
3. Spacing: 1.5
4. Binding: combed

Additional Instruction:

- Read the “Requirement” for your Written Assignment carefully
- You are encouraged to discuss the outline of the Written Assignment with your Tutor before you proceed
- You can choose to write in English or Malay
- Comply to the Format of the Written Assignment provided
- The evaluation of this write-up is using the Rubric as provided in Appendix 2
- Compile and bind your work neatly in sequence. Use the **Cover Page Format** provided on the last page of this Course Kit and fill up your details
- Submit your assignment directly to your Face-to-Face Tutor immediately after the Oral Presentation; otherwise the deadline is on **30 June 2016** (or one week after the presentation) if you need to improve your work.
- Keep the copy of the “Assignment Acceptance Verification Slip” as evidence of submission.
- You are encouraged to keep a copy of your assignment for future reference.

PART III: ORAL PRESENTATION (30%)

You are required to present your write-up to your Face-to-Face Tutor with the presence of ALL your peers. Please discuss with your Face-to-Face Tutor to determine the date and time for the presentation at your Learning Centre. The evaluation of this presentation is using the Rubrics as in Appendix 3.

Please take note of the detail information below:

- Mode – Power Point Presentation
- Allocated Time – 15 minutes:
 - Presentation - 10 minutes
 - Question & Answer – 5 minutes
- Prior to Presentation – submit the hardcopy of your PP Slides to your Tutor (2 PP Slides per page)
- Assessment Tool – Rubric Assessment Tool for Oral Presentation (Appendix 3)

SUGGESTED LEARNING ACTIVITIES

You are required to plan your learning activities during your general practicum. Below is a list of **suggested Learning Activities** which you should perform and document in your Clinical Practice Records:

NO.	DATE / TIME	WORKPLACE / VENUE	LEARNING ACTIVITIES	DESCRIPTION OF LEARNING ACTIVITIES	VERIFICATION
1.			Leading a Nursing Team (e.g. as a Team Leader in Team Nursing)		
2.			Nursing Management (e.g. participate in the managing process)		
3.			Precepting other Staff Members / Students		
3.			Evidence-based Practice (e.g. deliver nursing care based on EBP)		
4.			Managing / participating in Doctor / Ward / Nursing Rounds		
5.			Continuous Nursing Education (e.g. attend / participate in CNE/CME session)		
6.			Team Building (e.g. participate in any team building activities)		

7.			Medico-legal Issues (e.g. read articles in Medico-legal issues)		
8.			Nursing Research (e.g. participate in research or read Nursing Research Report)		
9.			Education (e.g. deliver education to other Healthcare Providers)		
10.			Health Education (e.g. give patient education)		

*Add papers as necessary

CHECK LIST OF ITEMS FOR SUBMISSION

S/N	ITEMS	YES	NO
PART I	Clinical Practice Record:		
	• Clinical Practice Hours Record (384 hours) and verified		
	• Working hours record and verified		
PART II	Written Assignment		
PART III	Student's Evaluation of Clinical Practice 10 (Appendix 4)		

FORMAT FOR THE RECORD OF CLINICAL PRACTICE HOURS

No.	Date & Time	Total Hours	Superior's Signature (e.g. Director/Matron/Sister)
TOTAL HOURS			

*Add papers as necessary

RUBRICS FOR WRITTEN ASSIGNMENT

COURSE CODE: NBNC1102
SEMESTER: JUNE 2016

Criteria	Weight-age	(0)	Low (1)	Fair (2)	Above Average (3)	Excellent (4)	Score
1. Introduction	1.5	No introduction on the topic of discussion	The introduction on the topic of discussion is poor; ideas to be discussed are very vague and disorganized	The introduction on the topic of discussion is fair; ideas to be discussed are vague and disorganized	The introduction on the topic of discussion is good; ideas to be discussed are relatively clear and organized but inadequate explanation	The introduction on the topic of discussion is excellent; ideas to be discussed are very clear and well organized. The intent of the work is explicitly explained	6
2. Understanding on the concept of change	2	Does not demonstrate understanding on the concept of change.	Demonstrates insignificant understanding on the concept of change.	Demonstrates reasonable understanding on the concept of change.	Demonstrates considerable understanding on the concept of change. Relevant and specific supportive evidence included.	Demonstrates thorough and insightful understanding on the concept of change. Creatively includes relevant and specific evidence.	8
3. Description on the background of the situation in the work place	1.5	Does not describe on the background of the situation in the work place.	Demonstrates inadequate description on the background of the situation in the work place.	Demonstrates reasonable description on the background of the situation in the work place.	Demonstrates significant description on the background of the situation in the work place.	Demonstrates a comprehensive description on the background of the situation in the work place.	6

<p>4. Description on the identified situation that needs change</p>	<p>2.5</p>	<p>Does not describe the identified situation that needs change.</p>	<p>Illustrates insignificant description on the identified situation that needs change.</p>	<p>Illustrates reasonable description on the identified situation that needs change.</p>	<p>Illustrates considerable description on the identified situation that needs change. Includes significant rationales as supportive indications.</p>	<p>Illustrates thorough and significant description on the identified situation that needs change. Comprehensively includes significant rationales as supportive indications.</p>	<p>10</p>
<p>5. Discussion on change process for the improvement of the identified situation</p>	<p>3.5</p>	<p>Does not discuss on change process for the improvement of the identified situation.</p>	<p>Demonstrates vague / incomplete discussion on change process for the improvement of the identified situation.</p>	<p>Demonstrates reasonable discussion on change process for the improvement of the identified situation.</p>	<p>Demonstrates considerable discussion on change process for the improvement of the identified situation. Includes relevant example / evidence as verity.</p>	<p>Demonstrates thorough and insightful discussion on change process for the improvement of the identified situation. Comprehensively includes relevant example / evidence as verity. Clearly illustrates critical and reflective thinking.</p>	<p>14</p>
<p>6. Conclusion</p>	<p>1.5</p>	<p>No conclusion</p>	<p>A poor conclusion which does not indicate an attempt to synthesize the discussion</p>	<p>A fair conclusion which indicates reasonable analysis and synthesis of ideas</p>	<p>A good conclusion which indicates considerable analysis and synthesis of ideas</p>	<p>An excellent conclusion which is concisely and precisely written. It provides concluding remarks that shows an analysis and synthesis of ideas</p>	<p>6</p>

<p>7. References and Citations</p>	<p>1.5</p>	<p>No reference or citation</p>	<p>Citations for statements included in the discussion are not present, or references which are included are not found in the text</p>	<p>Some citations for statements included in the discussion or references which are included are not found in the text</p>	<p>Most citations are included in the discussion and most references match with the citations according to the APA format</p>	<p>All citations are included in the discussion and references match the citations according to the APA format</p>	<p>6</p>
<p>8. Organization of Work</p>	<p>1</p>	<p>Information and organization of work presentation is disorganized</p>	<p>Information and organization of work presentation occasionally organized</p>	<p>Information and organization of work presentation is partially organized</p>	<p>Information and presentation of work is generally organized in logical sequence; follows acceptable format</p>	<p>All information and presentation of work is excellently and creatively organized in logical sequence; follows acceptable format</p>	<p>4</p>
<p>TOTAL SCORE</p>							<p>60</p>

Appendix 3

RUBRICS FOR ORAL PRESENTATION

Criteria	Weight-age	(0)	Low (1)	Fair (2)	Above Average (3)	Excellent (4)	Score
CONTENT:							
1. Subject Knowledge	2	Student does not have grasp of information; cannot answer questions about the subject	Student demonstrates superficial knowledge; cannot answer questions about the subject	Student demonstrates reasonable knowledge; able to answer only rudimentary questions	Student demonstrates considerable knowledge; able to answer to all questions but without elaboration	Student demonstrates excellent knowledge by answering all questions with explanations and elaboration	8
2. Organization	1.5	Absolutely shows disorganized presentation	Student does not present information in logical sequence; jumps around; audience has difficulty following the presentation	Shows inconsistent presentation; at times ideas are cluttered audience has difficulty following the presentation	Student presents information in logical sequence which audience can follow	Student presents information in logical, interesting and creative sequence which audience can follow easily	6
VERBAL SKILLS:							
1. Enthusiasm	1	Shows absolutely no interest in the topic presented	Seldom shows interest in the topic presented	Occasionally shows some interest in the topic presented	Frequently shows interest with positive feeling about the topic	Demonstrate a very strong interest with positive feeling about the topic during entire presentation	4
2. Elocution	1	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of audience to hear	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing the presentation	Intermittently student's voice is clear and soft. Occasionally pronounces words incorrectly. Only some audience members can hear the presentation	Student's voice is clear; pronounces most words correctly. Most audience members can hear the presentation	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear the presentation	4

NONVERBAL SKILLS:							
1. Eye Contact	1	No eye contact with audience, as entire report is read from the notes	Displayed minimal eye contact with audience, while reading mostly from the notes	Consistent use of direct eye contact with audience, but still returns to notes	Consistently hold attention of entire audience with the use of eye contact, seldom looking at notes	Totally hold attention of entire audience with the use of eye contact, without looking at notes	4
2. Body Language	1	No movement or descriptive gestures	Very little movement or descriptive gestures	Occasionally made proper movements or gestures	Made proper movements or gestures during the entire presentation that enhances articulation	Made proper movements or gestures during the entire presentation that seem excellently flowing and help the audience visualize	4
TOTAL SCORE							30

Comments: _____

Student's Name: _____ Matrix No: _____

Assessor: _____ Date: _____
 (_____)

STUDENT'S EVALUATION OF CLINICAL PRACTICE 9

Name:

Matrix No:

Year:

Semester:

INSTRUCTION

Tick (✓) your level of agreement for each statements based on the scale. You may give your opinion or suggestions in the comments section. **PLEASE COMPLETE THE FORM AND DETACH IT AT THE DOTTED LINE.**

Your evaluation is important for continuous improvement of our programme and to enable us to provide the best for you.

Scale : 1=strongly disagree 2= disagree 3= indifferent 4= agree 5= strongly agree

No	Statement	1	2	3	4	5
1.	I have adequate opportunities to enhance my clinical skills and knowledge.					
2.	I have adequate opportunities to strengthen my communication skills..					
3.	I have adequate opportunities to achieve my learning outcomes.					
4.	The length of clinical placement was adequate.					
5.	My superior was supportive of my learning needs..					
6.	The faculty was able to address my concerns / problems / questions.					

Comments:

(Front Page)



NBNC1102 CLINICAL PRACTICE 9 RECORD

STUDENT'S PARTICULARS

Name : _____

Matrix No. : _____

Semester & Year : _____

Ward / Area of Practice : _____

Name of Institution : _____

Tutor's Name : _____

Date of Submission : _____