Clinical Education Facilitator Manual
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Welcome from the Director, Clinical Education

Your role as a Clinical Education Facilitator (CEF) is a critical part of our students’ nursing education and we are pleased to have you join our Faculty team!

You are now fulfilling one of the most important roles in the faculty – to provide fair and reasonable evaluation of our students in the clinical practice areas. Learning in the clinical arena is complex, and we must discern whether students can critically think and act appropriately with patients. Students must be safe and be able to prioritize problems. They must have basic clinical knowledge and be able to complete care for their patients in a variety of settings.

As a CEF, you are closely connected with the students at the bedside or in the various community agencies. The faculty is here to support you in this role as you are the facilitator of clinical learning and are essential role models for our nursing students.

This package was designed to provide you with valuable information that you will need as you navigate through the University in general, and specifically, the clinical component of the Nursing program. There are many resources which you will find helpful – if you have questions, please contact your Clinical Course Section Leader.

We wish you success in this new role!

Carol Enns RN MN
Director, Clinical Education
Carol.Enns@umanitoba.ca
The Faculty of Nursing Community Principles consists of six principles. Faculty, staff and students who are members of the community of the Faculty of Nursing are expected to accept and adhere to the obligations stated in the following six principles;

Principle 1
- Respect the dignity and individuality of all persons;
  Students, faculty and staff are expected to be respectful of one another and their right to learn, to work, to express themselves, and be treated with dignity at all times. Disrespectful behaviour such as discrimination, offensive language or threatening behaviour will not be tolerated.

Principle 2
- Respect the rights and property of others;
  Students, faculty and staff are expected to support the rights of all persons to move freely, express themselves appropriately, and to respect each others’ privacy. Compliance with the Personal Health Information Act (PHIA) and the Freedom of Information and Protection of Privacy Act (FIPPA) is required by all students, faculty and staff. Theft, vandalism, misappropriation, malicious damage, desecration or destruction of property are unacceptable under the Principles.

Principle 3
- Take responsibility for one’s own actions, decisions, and for one’s personal, academic and professional commitment;
  Students, faculty and staff shall fulfill all academic and professional responsibilities to the best of their abilities and be accountable for their own actions.

Principle 4
- Contribute to a positive classroom, laboratory or clinical practice learning environment;
  Students, faculty and staff are responsible for supporting and encouraging activities that promote teaching and learning. Unwarranted behaviours that may interfere with or disrupt any learning and teaching activity are not acceptable.

Principle 5
- Practice academic integrity;
  Students, faculty and staff are expected to conduct themselves with integrity at all times. Dishonest behaviour such as plagiarism, cheating, deceitfulness are unacceptable.

Principle 6
- Uphold the Canadian Nurses Association Code of Ethics for Registered Nurses where applicable;
  The Code of Ethics for Registered Nurses is structured around eight primary values that are central to ethical nursing practice:
  - Safe, competent and ethical care
  - Health and well-being
  - Choice
  - Dignity
  - Confidentiality
  - Justice
  - Accountability
  - Quality practice environments
Clinical Education Facilitator

The Clinical Education Facilitator is responsible to the Dean through the assigned Clinical Course Leader, the Director, Clinical Education and Associate Dean, Undergraduate Programs.

Responsibilities

1. Collaborates practice between the University and the clinical setting:
   • Establishes collegial relationship (at various organizational levels).
   • Facilitates understanding of course objectives for clinical practice.
   • Facilitates staff/student interactions.

2. Orientates self and students to the clinical area:
   • Works in the area to familiarize self with the practice setting.
   • Develops an orientation for students so they can function effectively in the area.

3. Selects patient assignments which are consistent with course client models:
   • Selects assignments which maximize students’ learning, in accordance with the course objectives.

4. Facilitates integration of theory and practice:
   • Fosters application of theory to the realities of nursing practice.
   • Encourages students to think independently.
   • Promotes innovative nursing care by the students.
   • Utilizes conference time for debriefing as well as integrating theory and practice.

5. Ensures safe practice by the students:
   • Develops appropriate clinical assignments which take the student’s abilities into consideration.
   • Is aware of own strengths and limitations.
   • Ensures that the student comes prepared to practice.

6. Presents her/himself as an effective role model:
   • Demonstrates effective interpersonal and nursing skills.
   • Shares clinical expertise with staff on the unit and is considered a competent resource person.
   • Maintains high professional standards.

7. Evaluates students on an on-going basis:
   • Evaluates each student objectively with appropriate validation.
   • Develops strategies to help students to maximize their clinical abilities.
   • Provides frequent and ongoing constructive feedback to students which enhances learning.
   • Utilizes peer and student feedback evaluations to improve her/his teaching performance.
   • Uses evaluation data.
   • Identify and validate areas of strengths and weaknesses.
   • Plans alternative teaching strategies.
   • Encourages students to critique teaching strategies.

Revised: May 6, 2013
Responsibilities and Expectations of Student Nurses, Clinical Educational Facilitators (CEFs) and Staff for Clinical Practice Courses
(University of Manitoba – Faculty of Nursing)

1. Student Nurses are responsible:
   • to attend clinical practice prepared to administer medications, any treatments and ultimately the plan of care for the assigned patients/groups in a safe manner.
   • to ask questions to enhance their learning experience on the unit or agency as necessary
   • to be able to respect and adhere to agency policies and procedures
   • to communicate any concerns and provide feedback to the CEF and staff about their experience
   • to develop and demonstrate knowledge and skill in assessment, planning, implementation and evaluation of all nursing care required by the client or community.
   • the student will communicate effectively with clients, groups, other students and health care staff as required to provide optimal client care
   • to document provided care and updated assessments with the collaboration of the nursing staff and CEF as appropriate
   • to inform the staff when they are off the unit or clinical placement area for other activities/breaks
   • the student will act in a professional manner at all times as consistent with the Code of Ethics

2. Clinical Educational Facilitator (CEF) is responsible:
   • to ensure students are prepared for clinical to ensure safety standards are met
   • to assess student’s abilities and delivery of the plan of care
   • to be involved in addressing any concerns staff or students discuss
   • to be present on the unit throughout the day to collaborate with staff and students
   • to be a resource to staff in working with students ie: clarification of roles, scope of practice, etc.
   • to be available to assist students with skills as required
   • to be accessible to staff and students in a timely manner

3. In partnership with the CEF, Nursing Staff can assist student learning by:
   • collaborating and discussing the plan of care at the start of each shift, on a daily basis and throughout the shift as necessary with the student(s) and CEF
   • collaborate with the student and the CEF to ensure the medications, any treatments and the plan of care is completed for the client in a safe manner
   • to report any concerns and provide feedback to the CEF
   • to provide feedback to student nurses on the unit as necessary

The CEF on your Unit is ______________________________.

The CEF will be here on the following days ________________________________.

The Faculty of Nursing (University of Manitoba) would like to thank all those who participate and assist to provide learning opportunities for nursing students. (July 2013)
Faculty Roles

What is a Site Program Leader and a Clinical Course Section Leader?

The Site Program Leader (SPL) is responsible for supporting student clinical education at specific health care sites. SPLs will provide leadership in the development, delivery, evaluation and planning of the clinical learning program in a designated clinical site. The SPL will work closely with all the CEFs at the various sites and provide CEFs with support to ensure that the learning objectives of the clinical courses are met. The SPL will meet with students and CEFs who require supportive Learning Contracts. The SPL is responsible to the Director, Clinical Education and the Associate Dean, Undergraduate Programs.

The Course Section Leader is responsible for the student orientation to the clinical course. This faculty member mentors new and returning CEFs. They also develop the course objectives, assignments and work with the Clinical Placement and Resources Coordinator during the initial coordination of the clinical course/CEFs/clinical sites/student groups. The CSL assists when necessary with the final Pass/Fail grade for the clinical course. As a CEF, you will want to establish positive working relationships with the Clinical Course Section Leader, the Site Program Leader, the Nurse Manager (PTM) and the Nurse Educator (CRN) for the unit on which you will be placed.

Faculty of Nursing
Administrative Structure

Revised: August 14, 2013
Overview of the Undergraduate Nursing Program

The information below is an overview of student course work from 1st to 4th year. This will provide you with a general understanding of where your specific clinical course fits, and how you can partner with the faculty and your students to maximize their learning.

**YEAR 1:** Students begin with University I. Courses include:
- Anatomy & Physiology of the Human Body
- Human Growth & Development
- Introduction to Nursing
- Microbiology
- Social Science Electives

**YEAR 2:** Students are now admitted into the Faculty of Nursing. Courses include:
- Statistics
- Health Assessment
- Nursing Skills Lab
- Clinical Practice 1 – NURS 2180 Mat/Child
- Clinical Practice 2 – NURS 2190 Older Adults
- Health Promotion of Child Bearing & Child Rearing Families
- Health Promotion of Older Adults & their Families
- Nutrition
- Pharmacology

**YEAR 3:** Courses include:
- Nursing Research Methods
- Nursing Skills Lab
- Health Restoration (Surgery)
- Clinical Practice 3 – NURS 3300 (Surgery)
- Health Maintenance (Medicine)
- Clinical Practice 4 – NURS 3320 (Medicine)
- Legal & Ethical Foundations of Nursing Practice
- Native Studies Elective

**YEAR 4:** Courses include:
- Palliative Nursing Care
- Nursing Care in Mental Health & Illness
- Clinical Practice 5 – NURS 4270 (Mental Health & Palliative Care)
- Electives
- Nursing Leadership
- Health Promotion in the Community
- Clinical Practice 6 – NURS 4430 Community
- Prevention of Illness
- Senior Practicum – NURS 4290 (13 full-time weeks) (offered all three terms, including summer term)
Overview of Clinical Placements in the Program

Prior to beginning the clinical courses, students must complete several training modules such as PHIA, WHMIS, Mask-Fit testing, NVCI, EPR, and PYXIS. These modules or directions are contained in a course called NURS 0500 (available on a Learning Management System called D2L or Desire to Learn). It is the students’ responsibility to ensure all sections have been completed. CEFs need to verify that the students PHIA card for EACH clinical course.

YEAR 2
Clinical practice is 2 days per week over a total of 12 weeks (per term) for clinical placements in second year. In NURS 2180 Clinical Practice I, you will spend six weeks in a hospital setting (including the antepartum, intrapartum, and postpartum experience) and 6 weeks in a community setting (which will be accomplished through home visits to a family, health promotion teaching in an elementary school classroom, and spending time with a public health nurse).

In NURS 2190 Clinical Practice II, you will have the opportunity to work with older adults and engage in dialogue with nurses, other health care practitioners, clients and their families in a personal care facility and in seniors’ apartment blocks. You will complete 6 weeks in a Facility placement (Personal Care Home) and 6 weeks in a Community placement (Elderly Person Housing).

YEAR 3
Students in year 3 will be placed in the hospital (tertiary or community) setting for acute medical and surgical experiences (NURS 3300 Clinical Practice III and NURS 3320 Clinical Practice IV). These rotations occur over 9 – 10 weeks per term, two 9 hour days per week.

YEAR 4
In year 4, students will have a variety of clinical experiences. In NURS 4270 Clinical Practice V, students are placed in Mental Health Care settings (hospitals and agencies) and in Palliative Care (hospitals and agencies). Clinical days occur over 3 days per week. Students rotate in 4 week blocks: 4 weeks in Palliative Care, 4 weeks in Mental Health and 4 weeks where they are not assigned to a clinical area, during a 12 week time frame. This course may include evening shifts.

In NURS 4430 Clinical Practice VI, student are placed in a variety of community settings (e.g. schools, day cares, community clinics, shelters, housing projects, public health offices, employment settings, correctional facilities and community outreach projects) for 2 days a week over 9 weeks in a term. The clinical experience is based on a service learning model. Students will engage in activities that both meet the needs of the agency and the learning needs of the student. Students usually work in pairs, depending on the agency needs.

The senior practicum course, NURS 4290, is a full time consolidated clinical course that provides students a consolidated experience in a nursing role. The practicum is a 10 credit hour course and is approximately 12 to 13 weeks (student must complete 450 hours) in length. Students will be in one clinical placement for the entire experience to assist them in becoming socialized to the role of the nurse. This course is the final requirement of the four year degree program.

Please refer to the Course syllabi for clinical hours, schedule and assignments for each clinical course.
Laboratory – Skills Lab Courses

Students take two skills course – one in 2nd year (NURS 2130) and one in 3rd year (NURS 3280).

Clinical Laboratories Coordinator: Barb Goodwin; ph: 474-8324; Barb.Goodwin@umanitoba.ca

NURS 2130 Head Lab Instructor – Eileen Klaus (Rm 440); Eileen.Klaus@umanitoba.ca

NURS 3280 Head Lab Instructor – Rebecca Cameron (Rm 440); umcamerr@cc.umanitoba.ca

The nursing skills courses have a principle-based, hands-on learning based approach. There is no lecture component, and skills are not taught in steps. Principles are stressed, as well as resource seeking skills such as accessing procedure manuals. In the clinical setting, students must follow hospital Policy & Procedure. CEFs need to be familiar with how to access this document in their specific setting.

Course content resources are provided for the students online. This includes objectives for each unit, textbook readings, videos, and other required or optional activities. Students are expected to use the objectives to guide their study of the content and then must write a pre-lab online quiz before attending lab. Medication calculations, understanding a Kardex/care plan/MAR and creating a cheat sheet are also included in these courses.

The following is the video link:
http://umanitoba.ca/faculties/nursing/current/undergrad/4year/course_management.html

Learning activities and scenarios are provided at the bedside during the lab. Students are expected to come prepared and able to problem solve application of the skills and answer critical thinking questions associated with the scenarios. It is the student’s responsibility to identify their learning needs and seek out appropriate resources to ensure that their questions are sufficiently answered. This is a significant nursing skill that is a major goal of this method of instruction. Lab staff circulate to observe and assist students in their learning. If a student has come unprepared, they may be sent out of the lab and they are not permitted to attend an alternate lab.

Attendance is mandatory, and any missed labs must be made up independently and evidence of make up effort submitted to lab staff. Students are made aware of the resources available to them for independent practice and are expected to attend the lab to ensure that they are competent for clinical application of the skills. Once a lab has been completed, it is a student’s responsibility to ensure that they have a good basic ability to attempt the skill in clinical with CEF supervision. This same method of preparation can be encouraged for clinical skill opportunities that arise even if they have not yet been taken in lab.

Performing psychomotor skills is an integral component of their clinical experience. In your role as a CEF, you will be the main person who actually observes and evaluates the student performing these skills. If you feel the student is weak in their performance and/or understanding of the skill you can “refer them to the skills lab”. What happens is that the student will return to the lab at the faculty and practice this skill to improve – they will also have a skills lab instructor there with them to observe their performance and provide them feedback. Ensure that you complete the attached form and clearly indicate what psychomotor skill(s) need to be improved upon. Inform your Course Leader that you are doing this and also the appropriate skills lab instructor for your year (2nd or 3rd). Ensure the student knows that the student informs the skills lab instructor that their CEF has referred them to the lab and shows the instructor the “Skills Lab Referral form”. The instructor provides feedback on the form regarding the student’s progress/skill performance. This form is included at the end of the term when you submit the student’s evaluation documentation to your Course Leader.
Following is the schedule for both the 2nd and 3rd year skills courses:

2nd year (NURS 2130)
- Bedmaking, handwashing, bedpan/Attends, feeding, oral care
- Moving lifting transferring (MLT), aids to movement, bathing
- Vital signs, oxygenation
- Medication administration (oral, eye drops, topical)
- SC and IM injections
- Urinary drainage (management, catheter insertion)
- IV and epidural monitoring
- Basic wound care/dressing change

3rd year (NURS 3280)
- IVs (insertion, management, complications, gravity, pumps, etc)
- IV Medication administration (push, secondary, backpriming, continuous)
- Central line, piccs, PCA, epidural
- Blood withdrawal
- NG, SBFTs, PEG tubes
- Complex wound care
- Blood administration
- Tracheostomy care
- Code “25”, Code “Blue”
Learning Management Systems and Handbooks/Resources

The University utilizes a variety of “learning platforms” or learning management systems as a method of providing course syllabus and information (announcement, notes, etc.) to students registered in the course. “Learning platforms” can be thought of as a course design layout that is accessed online. No longer do students buy a syllabus in the bookstore or get class handouts in hard (paper) copy. D2L is the most commonly used platform and will be used for all clinical courses. You will find course specific resources, class lists etc. on this page.

Your Clinical Course Leader will assist you to become familiar with this system. You will need to log in to your course on the specific learning platform with a log in username and password. Your course leader will ensure you have access. It is important that you make yourself familiar with the system so that you have access to the course information you require. See CEF Resources D2L learning page on the Faculty of Nursing webpage.

Academic Handbook
The purpose of Academic Handbook is to provide students and Faculty with one resource that contains information about the four year undergrad program, most commonly accessed policies, and most frequently asked questions. The Academic Handbook will be placed on the D2L page for each course.

Clinical Placement Handbook
The Clinical Placement Handbook is provided to both students and faculty and is intended as an overview of the clinical courses (NURS 2180, 2190, 3300, 3320, 4430, 4270 and 4290). This book will be placed on the D2L learning page for each course. Please refer to this handbook.

The handbook includes information regarding: overview of the ICE approach/growth model of learning, general student responsibilities, policies, information regarding attendance, clinical placement sites, preparation for clinical practice, communication strategies, CEF and faculty responsibilities and information regarding Reflective Journal Writing.

CEF Course or Year Specific Handbooks
The Course Section Leader may also have an additional handbook for CEFs, that is course or year specific.

Manual for Health Sciences Centre CEF’s:
Health Sciences Centre (HSC) has developed a manual for CEF’s, if you Facilitate students at HSC, please take the time to review it.

http://www.hsc.mb.ca/nursing/default.asp?mode=view&id=14
Communication with Students

Email
It is imperative that students and instructors use their U of M email to communicate about all course-related activities. Do not use your “personal” email (eg. MTS, yahoo, hotmail).

There are 2 email “types” used at U of M: Webmail and Microsoft Outlook exchange. Most employees have now “migrated” over to the Microsoft Outlook Exchange system.

If you use the webmail system your email address appears: FirstName.Lastname@umanitoba.ca.

You can retrieve your emails through the U of M homepage at: Umanitoba.ca.
You will see the ‘webmail’ icon at the top right hand corner of the homepage. Click on that icon and it will take you to a page that asks you if you are using webmail or have migrated over to the Microsoft Outlook Exchange system.

If you have any questions regarding your email account or obtaining access to your course information on the learning platform (ie. JUMP, Desire2Learn) please contact the Help desk at 204-474-8400 or email: servicedesk@umanitoba.ca

The following is included in all FON syllabi:

Email Addresses in University Communication

The Faculty of nursing requires all students to use only their University of Manitoba email account to communicate (send & receive) with course section leaders, CEF’s and other members of the Faculty of Nursing and agencies in which students are placed for clinical experience. The Faculty also requests that you do not forward emails from your University of Manitoba email account to other email providers.

Please note: All e-mail correspondence must be professionally written, including use of appropriate punctuation and spelling. Please use appropriate forms of address (e.g. title and name). Please provide your complete name at the end of the e-mail and avoid the use of emoticons. E-mail correspondence meeting these criteria will be responded to during regular working hours.

Social Media

Since you are engaged in a teaching/learning relationship with your students it is imperative that this is maintained at a professional level. Please do not “friend” any of your students on Facebook, follow on Twitter, or engage in any social media contact.

Professional behavior must be maintained at all times. Although we recognize that social media tools on the internet are a common forum for students to communicate with one another. It is IMPERATIVE that no information relating in any way to your classroom or clinical experiences (including students, professors, patients, CEF, unit environment, facility, etc) is shared through any of these forums.
### Faculty of Nursing
**Support Services**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Contact Information</th>
<th>Duties</th>
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<tbody>
<tr>
<td><strong>Kathryn Bartmanovich,</strong> Undergraduate Programs Assistant 204-474-6375</td>
<td>Provides secretarial and administrative support to the Associate Dean, Undergraduate Programs, and the Director of Clinical Education. SEEQ Coordinator.</td>
<td></td>
</tr>
<tr>
<td><strong>Karla Blackwell,</strong> Student Advisor 204-474-6733</td>
<td>Provides information and advice to current and potential students in the Faculty’s programs regarding admission, registration, program planning, program completion and general student concerns.</td>
<td></td>
</tr>
<tr>
<td><strong>Julie Bonneteau,</strong> Student Services Assistant 204-474-6655</td>
<td>Provides assistance and information to all staff, students, other departments and the public regarding the undergraduate programs, procedures and regulations in the Faculty. Prepares and maintains students’ files in the Faculty, ensures students’ criminal records and child abuse registry checks, immunization, CPR status are current and complete. Provides secretarial and administrative assistance to the Promotions and Awards Committee. Books rooms for courses, course related orientations, meetings, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Norma Brown,</strong> Office Assistant (Reception) 204-474-7452</td>
<td>Acts as receptionist for the Faculty, answering general inquires and providing information to faculty, students, and visitors, as well as directing questions and visitors to appropriate faculty and/or staff. Provides clerical and secretarial assistance to faculty and support staff. Books rooms for meetings. Assists students with equipment sign out.</td>
<td></td>
</tr>
<tr>
<td><strong>Sharan Burns</strong>, Student Advisor/Counselor, Aboriginal Cohort</td>
<td>Provides information, advice, and counseling to students in/interested in the Aboriginal Cohort Initiative regarding admission, registration, program planning, program completion and general student concerns.</td>
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<tr>
<td><strong>Karen Dempsey</strong>, Policy Administrator/Graduate Student Advisory</td>
<td>Provides information and advice regarding undergraduate student concerns, admissions, appeals, and requests for special permissions. Provides information and assistance to current and prospective graduate students regarding admission, registration, program planning, program completion and general student concerns.</td>
<td></td>
</tr>
<tr>
<td><strong>Jackie Dewar</strong>, Executive Assistant</td>
<td>Administration and control of operating, capital and other budgets (including research budgets) within the Faculty, ensuring all budgets are monitored for accuracy. Consultant to the Dean and faculty on all human resource matters relating to UMFA members (policies, contract renewals, hiring of new faculty members) and special academics (Clinical Education Facilitators, Sessional Instructors). Responsible for building security and space planning.</td>
<td></td>
</tr>
<tr>
<td><strong>Wanda Falk</strong>, Learning Labs Technician</td>
<td>Responsible for the set up and take down of equipment for the labs, ensuring that the learning laboratories are properly set up for teaching and practice purposes. Responsible for ensuring that the lab is well stocked and that all equipment is in good working order.</td>
<td></td>
</tr>
<tr>
<td><strong>Sandra Friesen</strong>, Office/Graduate Programs Assistant</td>
<td>Provides secretarial and administrative support to the Associate Dean, Graduate Programs. Processes admission documents for all graduate programs. Provides secretarial support to the Senior Practicum Course Leaders. Provides secretarial support to academic staff.</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Responsibilities</td>
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| **Cathy Johnston**, Registrar | 204-474-9955                                 | Facilitates the registration of students in the Faculty, coordinating registration and timetabling of courses, providing information and assistance to students and staff.  
Responsible for scheduling of classes and classroom bookings, and coordinating exams.  
Advising students. |
| **Amber Kusnick** | Admin Assistant, Student Services  
204-474-6231 | Responsible for placements of students in all clinical courses and senior practicum.  
Processing of admission documents, information, etc., for the undergraduate programs. |
| **Tera Lachance**, Administrative Clerk  
204-474-6341 |                                                                 | Responsible for purchasing of supplies, equipment, organization of travel and petty cash claims.  
Arranges travel/conference registrations.  
Orders textbooks and requests desk copies from publisher representatives.  
Responsible for payroll submissions and absence reports. |
| **Marni Laurencelle**, Administrative Assistant to the Dean  
204-474-6223 |                                                                 | Provides secretarial and administrative assistance/support to the Dean, coordinating the daily activities of the Dean’s office.  
Teaching assignments. |
| **James Ploehman**,  
Research Technician, MCNHR  
204-474-9131 |                                                                 | Provides a wide array of research support services to members of the centre, including preparation of grant applications and progress reports, performing literature searches, analyzing data using SPSS, preparing applications for ethical review and institutional access, and assisting with production of presentations, reports, media releases and manuscripts for publication. |
<table>
<thead>
<tr>
<th><strong>Terri Tauffenbach</strong>, Student Advisor 204-474-6734</th>
<th>Provides information and advice to current and potential students in the Faculty’s programs regarding admission, registration, program planning, program completion and general student concerns.</th>
</tr>
</thead>
</table>
| **Lisa Wolfe-Ulrich**, Administrative Secretary, MCNHR 204-474-9080 | Supports the Associate Dean of Research/ Director of the MCNHR; organize research retreats, workshops, conferences, meetings and forums.  
Manages grant accounts. Prepares and processes administrative forms, travel expenses, and authorizations. Reconciles and verifies monthly grant reports.  
Coordinates the administration of MCNHR Research grants and other funding opportunities. |
| **Lai Chun Yee**, PR/HR (Support) Coordinator 204-474-6546 | Provides information, advice, and coordinates functions related to special events.  
Responsible for activities related to student recruitment and retention.  
Responsible for Alumni relations and Advancement/Development in the Faculty.  
Develops, designs and circulates Faculty promotional materials, including all program brochures, pamphlets, Annual Reports, posters, advertisements, web pages, etc.  
Provides information and coordinates the hiring of support staff (EMAPS and AESES), teaching assistants, research assistants, and other research support staff (e.g., transcribers, technicians, research assistants, research nurses). |
**Additional Information for Clinical Education Facilitators**

**Room Bookings:** Meeting rooms are available through the reception desk. Rooms should be booked ahead of time by calling the receptionist at 474-7452.

Room information can be viewed at: [http://umanitoba.ca/faculties/nursing/facilities/general.html](http://umanitoba.ca/faculties/nursing/facilities/general.html)

**CEF Room:** Room 414 in the Helen Glass is a large room, with several pods/offices for CEFs to use to meet with students, in particular for midterm and final evaluations in the clinical courses. There are resources/texts for your use as well. Please book this room (as above) when you are meeting with students.

**Library Services:** Your staff card is also your library card. You will have access to all the U of M libraries, including the affiliated libraries at the hospitals, including Deer Lodge and Riverview Health Centre.

The Nursing Librarian is Lisa Demczuk and she can be reached at Lisa.Demczuk@ad.umanitoba.ca or at 474-8204. Lisa has limited office hours in Room 389 Helen Glass Centre.

**Communication** Students have access to a Communication Instructor: Cosette Taylor, whose role is to help students rise to the challenge of writing and communicating effectively in academic and professional nursing contexts. Cosette can be reached at 474-6353 or by e-mail at Cosette_Taylor@umanitoba.ca. Appointments are required.

**Travel & Parking:** All staff are responsible for their own parking. Staff may be reimbursed for work related travel and parking. Please see the Admin Clerk (474-6341) for clarification as to what is covered.
Completing Clinical Evaluations – The Pass/Fail Method

As of Fall Term 2013, the Faculty of Nursing will be using the Pass/Fail grading method of clinical assessment. Please refer to the course syllabus, the Clinical Placement and the Academic Handbook for more information. Your Clinical Course Section Leader will assist you to become familiar with this tool.

All clinical evaluations for each student in the faculty are kept in the students file (locked room by the registrar’s office). This file is considered confidential. Evaluations contain valuable information about a student’s progress throughout the nursing program. Most of the clinical courses also expect the student will write a self-evaluation of their clinical performance. These self-evaluations are also kept in the files.

It is imperative that student issues are accurately assessed and identified in the evaluation forms while providing supporting documentation. Remember, that you are evaluating the student for the following term, as the student has further clinical courses to complete. We want students to be aware of what areas they need to improve upon, so they can grow into confident nurses. This may be a psychomotor skill or professional behaviour.

If a student has significant learning issues during the clinical course or throughout the program, they may need to meet with the Director, Clinical Education and/or the Associate Dean, Undergraduate Nursing Program.

Depending on the circumstance, the students’ clinical evaluations may be reviewed, often to look for a pattern of behaviour or whether the incident under discussion was an isolated event. Fair and reasonable evaluations are important.

Please refer to the Course Syllabi, the Clinical Placement Handbook, and the Academic Handbook for further information.
Quick Tips for Clinical Evaluation

- On a daily basis jot a few notes down on each student. Carry an anecdotal record for each student, maintaining privacy of data. Make specific notes, focusing on specific details of the student’s behavior.

- Document patterns of behavior over time through compilation of records.

- Use multiple sources of date for evaluation (e.g. the student, buddy nurses, patents, peer evaluator, written and verbal work, documentation, nursing care plans etc.)

- Assist the student to identify weekly goals and assess during the midterm evaluation, in order to help the student progress through the course.

- Use the Pass/Fail Evaluation Tool to help students understand what knowledge and skills they will need to demonstrate.

- Ensure you provide positive reinforcement, as well as provide constructive criticism when required. Provide “mini-evaluations” (daily, weekly) in order to provide ongoing suggestions.

- Provide evaluation “sandwiches” commenting first on a strength, then a weakness/area of improvement, and then a strength of student behavior.

- Present feedback and evaluation in non-judgemental language confining comments to student behavior

- Be specific with the use of examples (dates, times, patient initials, etc.)

- Ask for feedback of the student’s performance from the health care team (e.g. staff nurses, physiotherapist, unit managers etc.)

- Midterm evaluation is very important as it is a stepping stone, and provides student with vital information regarding what they need to improve upon. However, do not wait until then to provide feedback: this should be ongoing during the clinical weeks.

- Invite students to complete self-assessments and summarize what they have learned.

- Help students to prioritize learning needs with specific goals for each day.

Some Information On Our Learners

Generation X-ers:

- More than ½ have divorced parents, had working mothers, and were “latch key kids”.
- Eager to make lasting contributions to society, but need to feel that what they ave to offer is valued.
- Like to learn; learning is shaped by technology
- Very independent with strong problem solving skills
- View work as job, not a career.
- Tend to be blunt in conversations
- Are self-reliant
- Seek balance in their lives
- Are task and results oriented; intolerant of busy work; want to get the job done.
- Are unfazed by authority and authority figures
- Can multitask well.
- Are flexible and independent.
- Pessimistic.
- Used to change.
- Prefer to work alone.

Generation Y (Millennials):

- Born between 1981 and 2003
- Have received lots of attention from others.
- Are used to living highly structured lives planned by parents and have had very little free time.
- Have learnt to work with others and be a member of a team.
- Spend much of their time “online” staying “connected”.
- Are direct and mostly optimistic.
- Follow rules.
- Are self-confident, socially aware and socially involved.
- Tend to be vocal.
- Tend to be “team players”


(Taken from Chapter 2: The Diverse Learning Needs of Students)
Tips for a new CEF-from an old CEF

• Take your coffee and lunch breaks.
• Drink plenty of water.

Getting to know your unit:

• If you are not familiar with the unit, I would advise that you shadow with a nurse and HCA for a shift.
• Be very familiar with the ward routine (how they give report, what time trays come, where supplies are etc.).
• Meet with the nurse manager to review expectations of students on the unit.
• Invite the Nurse Manager to meet the students on orientation day.
• Ensure you know who all the interdisciplinary team members are on your unit-consider having them meet with the students during pre or post conference.
• Ensure ongoing communication with the buddy nurse, your student and yourself is maintained.

Skills on the unit with the student

• In pre-conference have students identify any pre-planned skills they will be doing with their patients.
• Allow plenty of time to complete a skill with the student-there is time involved doing a dry-run, prep time, and doing the skill itself.
• With the dry-run don’t just dictate how to do it, have the student explain step by step how they will do the skill.
• Encourage the student to problem solve-ask “what if “questions (i.e., bladder irrigation-what if you can’t instill the saline).
• When the student is performing the skill encourage them not to be “skill focused”-the CEF can also be a role model here as well.
• Review with the student post–skill, ask them how they feel they did? Would they do anything different next time?
• Ensure you give the student positive feedback as well as areas to improve on.
• Review with the student where this will be documented.
• You are not able to do all skills with the students-have them tell you what skill they are performing and do a dry run with them prior to doing it, get feedback from the staff member who was there with them while doing the skill.

Great Clinical Questions/ Activities

• What was the most important thing you heard in report?
• What else do you need to know before proceeding with that procedure?
• What do you think will be my first question to you about this client?
• What do you hope I will ask you about, because you know the answer?
• What do you hope I won’t ask you about because you don’t know or couldn’t find the answer?
• What else do you need to know about the patient?
• What factors are contributing to this lab value?
• Based on what you assessed, what should you do next?
• What might happen if you did..?
• What can you delegate to other health team members?
• What evidence supports the effectiveness of this plan of care?
• What is the most important thing that you learnt from your patient today? How will you use this information for future care?
• What surmised you about your patient? Why was this a surprise? What did you learn?
• What surprised you about yourself in clinical today? Why was this a surprise? What did you learn?
• What will you change about your nursing care tomorrow? Why is this important?


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