

**Evaluation
of the
Native Nurses Entry Program (NNEP)
- Twenty-Ninth Intake - 2014/2015 -**

**School of Nursing
Lakehead University
Thunder Bay, Ontario, Canada**

A Report Prepared for the NNEP Advisory Committee

**by
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I INTRODUCTION

The Native Nurses Entry Program is a nine month preparation program designed to increase opportunities for Aboriginal people to gain access to, and be successful in, the Lakehead University four-year baccalaureate program in nursing (B.Sc.N.) or the three-year compressed B.Sc.N. for those NNEP students with an average of 80% or higher. The program is based on two semesters of twelve weeks each as well as a two-week field placement. Upon successful completion of the NNEP, the student is then promoted to the first year of the Bachelor of Science in Nursing program at Lakehead University. To date, the program has completed twenty eight student intakes drawing from First Nations across Canada, with most of the students coming from Northern Ontario.

Since the inception of the program and first intake of students in January 1987, and on the direction of the Advisory Committee of the Native Nursing Entry Program (NNEP), the NNEP has undergone annual internal evaluations. As well, three comprehensive external evaluations were conducted in 1990, 1996 and 2002.

This internal evaluation presents documentation and the evaluation results of the Native Nurses Entry Program's Twenty-Ninth Intake. This evaluation was designed similarly to the preceding twenty eight internal evaluations to retain the consistency and continuity required for ease of interpretation, and as well - for the purpose of conducting statistical analyses. The report describes student profiles, academic achievements, and interview scores for those individuals registered in the NNEP program from September 2014 to May 2015. In addition, this evaluation outlines upcoming program changes and promotion and recruitment efforts.

NNEP students complete a two week field placement as a requirement of the NNEP program. Upon completion of the field placement, placement supervisors or preceptors are asked to evaluate students. Similarly, at the termination of the academic year, NNEP students are asked to evaluate the program. Thus, the twenty-ninth intake includes both preceptor and student evaluations.

Based on student comments, preceptor feedback and the Coordinator's findings, several considerations and recommendations for the NNEP have been suggested.

II EVALUATION FORMAT

The format of this evaluation is as follows:

SECTION I -V These sections document program purpose, the purpose and scope of this evaluation, identify NNEP personnel, and list the advertising efforts, published articles, promotion and recruitment activities undertaken during the period of time this report covers.

SECTION VI

PART A This section outlines student profiles, academic and interview scores as well as student promotion to the Bachelor of Science in Nursing program (B.Sc.N.).

PART B This section addresses the feedback NNEP students gave in three areas of the NNEP: (1) curriculum; (2) support services; (3) selection process. Students also provide feedback on their experiences in their field placements.

PART C Preceptors' or field placement supervisors' comments on students' performance are addressed here. These are stated in their own words in this report. In accordance with the requirements of the two-week "communication" and "professional orientation" placement, students develop objectives and keep a daily journal based on their placement experiences. In addition, students are responsible for preparing a report detailing how the agency helps First Nations and Aboriginal people requiring health services. Thus, field placements offer opportunities for students to gain additional experience, and to improve oral and written communication skills.

SECTION VII This section provides a summary of the evaluation and the resulting recommendations.

APPENDICES A - F

III NATIVE NURSES ENTRY PROGRAM PERSONNEL

As the sole staff member of the Native Nurses Entry Program since January, Joy Nieminen had multiple accountabilities and responsibilities - the obvious one being to ensure that program objectives were being met. In addition, she also supported the academic goals of the students and was mindful of students' social and familial needs. In an attempt to assist students and thus enhance their success in the program, Joy made referrals to various university services and acted as a liaison between the School of Nursing and the NNEP. This facilitates the transition students and faculty experience when the students enter the B.Sc.N. program.

In response to last year's Twenty Eighth Intake Report, Joy provided an update of developments that have occurred as a result of recommendations in that report (see Appendix A).

As of November, 2015 Coordinator Joy Nieminen has assumed the role of providing all the monthly check points to the NNEP Students (the monthly check points focused primarily on providing academic and personal guidance) . Previously there had been assistance from the Aboriginal Transitions Advisor but this is no longer the case as this role has been dissolved.

As there is no longer an assistant, Joy is responsible for all the day to day functions and all aspects of the Native Nurses Entry Program including student counselling.

For the period covering this report Mr. James Dunn, an Aboriginal baccalaureate nurse, was the Chairperson of the NNEP Advisory Board. James has a B.Sc.N. and Masters of Science in Nursing. He works in Critical Care in Ottawa, Ontario, and represents the Aboriginal Nurses Association of Canada. James chaired the Advisory Committee meetings which occur in December and April and promoted program objectives by acting as a liaison to the university and external sources.

IV PROGRAM PROMOTION AND RECRUITMENT

April – May 2015	Field Placement Visits: Beendigen Resource Centre Dilico Anishinabek Family Care Ka Na Chi Hih Solvent Abuse Treatment Center Thunder Bay Friendship Centre Thunder Bay Regional Health Sciences Centre- Communications Stevenson Memorial Hospital Wabauskang First Nation Health Office
February 12, 2015	Attended NAN Career Fair- 20 Application Forms given out
February 18, 2015	Mail out of Applications and brochures to 29 Thunder Bay Health Centres
March 13, 2015	Tour of Lakehead University with emphasis on Nursing Department with potential Student from Plays Platt First Nation
May, 2015	Small advertisement for the NNEP was placed in the First Nations Drum Newspaper.
July 6, 2015	Attended Fort William First Nation Health Fair- 20 applications given out
July 24, 2015	Attended Pays Plat First Nation Health Fair- 10 applications given out

Additionally, promotion of the NNEP is typically carried on throughout the year in the University and in the Community by virtue of membership on various committees (as follows):

Committee Membership: Joy Nieminen

- 1) Member, Lakehead University Aboriginal Management Council
- 2) Member, Lakehead University Aboriginal Management Advisor's Committee
- 4) Member, TBRHSC Aboriginal Advisory Council

WEBSITE ADDRESS

The NNEP website had a major overhaul during the 2003-2004 academic year. It is now linked strategically to other Lakehead University web pages (e.g. School of Nursing, Aboriginal Initiatives, Aboriginal Programs) and has been updated and made interactive for internet visitors. All of the information that students need to apply to the NNEP program is now downloadable from this website.

The website address is: <http://www.nativenursing.lakeheadu.ca>

V RECRUITMENT & APPLICATION PROCESS

During the 2014-2015 academic year, NNEP received numerous inquiries from places such as:

Alliston, ON; Kawacatoose First Nation; Deer Lake; Pic River; Seven Generations Educational Institute; Shoal Lake #39; Poplar Hill First Nation; Wabigoon; Lac Des Mille Lacs First Nation; Fort Hope; and Fort William First Nation.


Student Home Communities

Other:

One Student from Alliston, Ontario.

One student from Kawacatoose First Nation, Sask.

 Fort Hope First Nation

 Shoal Lake #39

 Thunder Bay, ON (2)

 Deer Lake


 Wabauskang First Nation

 Pic River First Nation

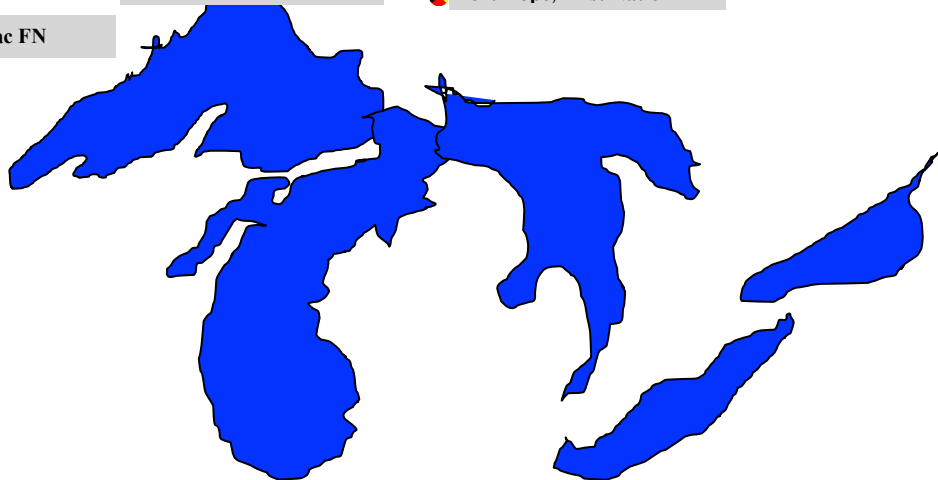
 Poplar Hill FN

 Wabigoon First Nation

 Fort William First Nation

 Fort Hope, First Nation

 Lac des Mille Lac FN



2014/2015

VI PART A TWENTY-EIGHTH INTAKE RESULTS

(A) STUDENT PROFILES

STUDENT	ACADEMIC	SOCIAL
A – 21 years, female	OSSD Completed 2 Years of French Studies (Under Graduate) at York University Stevenson Memorial Hospital Bursary, Aboriginal Award-York University	Single with no children. Work experience as a cashier, key holder in a store. Owns her own horse, avid horseback rider
B – 19 years , female	OSSD	Single with no children. Work experience in a fast food environment and child care.
C –32 years, female	OSSD 2 Year General Arts Diploma	Married with 4 children. Work experience as a PSW.
D – 23 years, female	OSSD	Single with no children. Work experience as a landscaper, cashier and TV Station assistant
E – 26 years, female	OSSD Pre- Health University certificate at Confederation College, Social Service Work Diploma	Common- Law with no dependents. Work experience as a Security Guard, PSW, Prime worker with Dennis Franklin Cromarty High School
F – 20 years, female	OSSD Mining Matters Earth Science and Mineral Exploration Certificate, Diagnostic Imaging Co-op Student.	Common-Law with no children Work experience as Junior Ranger and Waitress.
G – 25years, female	OSSD Registered RPN.	Common –law with one child. Work experience as Casual Relief 1 to 1 worker, child care worker and Community Health Assistant.
H– 25 years, female	OSSD through WAHSA Distance Education	Single with no children Work experience as a

	Pre Health Sciences Certificate at Confederation College.	telemedicine coordinator, FNNSP Worker with Knet, F. N. Health Director Assistant.
I– 32 years, female	Adult Education OSSD Safe food handler Certificate	Married with 3 children living with her and 2 living with biological father. Work experience as community health coordinator, medical transportation and a cook.
J– 30 years, female	OSSD with Gold Medal Medical Office Administration Diploma, Everest College Veterinary assistant Diploma, Stratford Career Institute	Married with 4 children. Work experience as Medical Office Administrator, Owner Operator of her own business, and Medical Secretary.
K – 36 years, female	GED Pre- Health Certificate from Confederation College	Common-law with no children. Work experience as a Support Worker and Customer Service and experience with Women in Trades 2007.
L -18 years, female	OSSD	Single no dependents. Has work experience as a Healthy Babies Worker, and Grade 1/2 Helper. Her sister has a brain injury and she has helped with her care.
M– 20 years ,female	Grade 12 Diploma- Lakehead Alternative Program School Needs Chemistry	Single with no children. Work experience as a Hostess, cook and server
N– -28years, male	OSSD Diploma in Acting for Film and Television Acting Essentials Certificate	Single with no dependents. Has work experience as a Receptionist, Waiter, and Bartender.

(B) STUDENT PROFILE SUMMARY

17 students were accepted to the NNEP for September 2013 and 14 of them enrolled in the twenty-ninth intake. Some of the information collected in the “Student Profile Summary” is based on voluntary answers.

Total number of students in the 2013-2014 NNEP = 14

Age range - 18 years to 36 years

Marital status – 7 are married or common law

4 of the NNEP students have children

Among the 4 who have children, there are 14 children in total ,all 14 of them are under the age of 16

C) ACADEMIC ACHIEVEMENTS – TWENTY-NINTH INTAKE - NNEP COURSES ONLY

Stud ent	Chemistry		Englis h	Math		Field Exper- ience	Commu n- ications	Human Biology	Profess- ional Orient- ation	Study Skills and Logical Reason- ing
	1050	1070	1807	1135	1136	N1092	N1110	N1120	N1130	N1150
A	84	83	86	98	100	P	92	88	76	98
B	50	44	58	71	88	NE	80	46	56	84
C	54	53	67	75	80	P	86	70	66	94
D	40	NE	NM	58	NM	NE	75	NM	NM	NM
E	57	50	72	87	98	P	92	65	61	95
F	55	38	68	95	92	NE	78	45	49	79
G	38	NE	31	60	62	NE	79	50	56	79
H	64	55	70	97	96	NE	79	51	54	88
I	32	NE	NM	69	NM	NE	78	NM	NM	NM
J	76	66	77	100	98	P	84	83	70	84
K	64	54	70	97	96	P	91	66	67	89
L	60	41	68	86	92	P	80	56	65	85
M	13	NM	NM	28	NM	NE	47	NM	NM	NM
N	53	50	73	91	99	P	91	71	65	96

NE = Not Eligible NM= No Marks

(D) ACADEMIC AVERAGES AND OUTCOMES

A	90	To BScN Compressed Program
B	64	Retaking NNEP in 2015/2016
C	72	To BScN 4 Year Program
D	INC	Withdrew d/t Academic Performance
E	75	To BScN 4 Year Program
F	INC	Completed Year, Marks did not allow placement, has not reappplied
G	INC	Completed Year, Marks did not allow placement
H	INC	Completed Year, Marks did not allow Placement, Has reappplied
I	INC	Withdrew d/t Academic Performance
J	82	To BScN Compressed Program
K	77	To BScN 4 Year Program
L	70	To BScN 4 Year Program
M	INC	Did not Complete
N	77	To BScN 4 Year Program

*Part- time Studies due to Authorized exception by School of Nursing

(E) SUMMARY OF TWENTY-NINTH INTAKE STUDENTS

7 PROMOTED TO B.Sc.N. PROGRAM, 2 eligible for the three year compressed

5 NOT PROMOTED DUE TO ACADEMIC PERFORMANCE

2 WITHDREW FOR PERSONAL/MEDICAL REASONS

0 STUDENTS WHO MUST WRITE A SPECIAL EXAM AND PASS IT TO BE ELIGIBLE TO ENTER THE B.Sc.N. PROGRAM

1 STUDENTS MUST CLEAR THEIR INCOMPLETE STANDING

0 STUDENTS REPEATING THE ENTIRE NNEP

0 STUDENTS DEFERRED ENTRY TO NNEP UNTIL 2015

TOTAL NUMBER OF STUDENTS ENTERING YEAR ONE 2015-16 B.Sc.N. 7, 2 ELIGIBLE FOR THE 3 YEAR COMPRESSED PROGRAM

PART B STUDENT EVALUATION

In an attempt to improve the program's overall success, and to capture the students' experience in the NNEP, students are asked to complete two different major evaluations throughout the year: an overall evaluation of the NNEP, and, an evaluation of their field placement experience (See Appendix D for Student Evaluation Questionnaire (Program) and the Student Evaluation Questionnaire of the Field Placement Experience).

The **program evaluation** primarily focuses on the following areas:

1. NNEP curriculum which includes English, Math, Chemistry, Biology, Communication, Professional Orientation and Study Skills/Logical Reasoning.
2. Support services within Lakehead University and NNEP.
3. Selection process including the application and interview process.

At the end of the academic year, students are invited to provide written feedback about the program and their experiences. This feedback was encouraged and resulted in nineteen students completing the evaluation. The students' comments are insightful and are included in this report exactly as they had stated and in their own words although individual names have been omitted to ensure confidentiality.

The **field placement evaluation** focuses on how the placement was experienced (positively/negatively), what was learned, and how the field placement experience could be improved. NNEP students complete the field placement evaluation following the field placement experience. Eight of the students completed the field placement evaluation. Their comments are valuable and are included in this report exactly as they had stated (names excluded).

(A) STUDENT NNEP COURSE EVALUATIONS

1. NNEP CURRICULUM:

Consider Strengths and Areas for Improvement for:

Chemistry:

- 1) More time for Midterms or less questions, maybe take-home assignments would be useful.
- 2) Dr. --- is funny. I found it a hard course.
- 3) No complaints or issues. The course was good. I liked the large class.
- 4) Very beneficial to see Dr. ---- when he has office hours.
- 5) Good teacher- good abilities/chances to go and get help.
- 6) Tutorials were useful.
- 7) Request to focus more on biochemistry which will be needed in the nursing program.
- 8) Use more hands on approach for nursing.

Biology:

- 1) No complaints or issues.
- 2) Have more interactive learning instead of slides being read off.
- 3) Super!
- 4) We need more assignments because we only get marked on exams and attendance, maybe even a project.
- 5) I feel there could be more assignments for this course.
- 6) Teacher has a strong knowledge of biology.
- 7) One thing that I feel would help would be more assignments.
- 8) I found that I did better teaching myself that watching ----- read off slides, she does offer great answers to questions.

English:

- 1) The professor was hilarious.
- 2) Learned a ton, excellent background to go forward with in nursing!
- 3) English is good, we have a reasonable amount of assignments to get done.
- 4) English is good. I just think it's a really early class.
- 5) Professor did a superb job at making English fun, even though it is boring.
- 6) She is a great teacher and has so much knowledge and information to share.

Mathematics:

- 1) Professor did such an incredible job.
- 2) I strongly disliked math my whole life, but the professor made me love it. The teacher does such a good job at making sure everyone understands.
- 3) Awesome professor. Math is fun!
- 4) We have a good amount of assignments , I like the curriculum and we have an awesome teacher.
- 5) Super!
- 6) No complaints or issues.
- 7) Math is awesome, I couldn't add, I've learned so much. The best math teacher in the world.

Communication:

- 1) No complaints or issues.
- 2) Super!
- 3) I liked the communications, we had a great teacher and I thought it was cool that they gave us a chance to do a sim lab.
- 4) Good class.
- 5) Professor's class was great. We learned much about Native culture and were taught valuable information about communicating and how to do presentations.

Professional Orientation:

- 1) I did not like the room. Other than that I have no issues or complaints.
- 2) Good!
- 3) I like the class, it is really interesting. I think we need to be given more of an outline for our papers, maybe a marking rubric.
- 4) It's a good class. I just feel like the class should be shorter and maybe twice a week instead of one.
- 5) Professor has a very strong knowledge and understanding. I feel his course will be very beneficial for my future years.

Study Skills/Logical Reasoning:

- 1) Professor is a joy. Her class taught me valuable information about how to study, how to prepare, how to become a master student.
- 2) The journals were very beneficial and kept me on track.
- 3) Good class.
- 4) This is a good class, it gives us some great studying tips. The professor is a really good teacher and she is very understanding and helpful.
- 5) Excellent!
- 6) Was fine.

2. SUPPORT SERVICES

1. What type of support did you require?

- 1) I required motivation from my peers, and teachers which was offered to the max.
- 2) NNEP photocopying machine.
- 3) Academic books from NNEP Office.
- 4) Tutors
- 5) Teachers for extra help
- 6) I was fine
- 7) Chemistry support
- 8) Extra help
- 9) Bonus Marks1

2. How helpful were these services?

- 1) Super!
- 2) The services were extremely helpful.
- 3) It was so very beneficial to have a space to come to and feel welcomed and at home.
- 4) Chemistry support
- 5) Extra help

6) Bonus Marks

3. What type of services could we include in the future?

- 1) Everything was great.
- 2) Tutoring was so important.
- 3) Bonus assignments for good students failing Chemistry or any other subject.

4. Other comments?

No responses.

3. SELECTION PROCESS

1. How helpful was the interview process?

- 1) There were 2 people interviewing me, the others didn't attend. It was OK.
- 2) No comment
- 3) Long. Had a panel interview, good skill to learn.
- 4) No comment
- 5) It was not really helpful for me. It was nerve wracking with so many interviewers.
- 6) Very helpful. Got me in the mindset of getting ready to be back in school.

2. How could we improve the process?

No comments made.

3. What should we include in this "orientation"?

- 1) Maybe have a former student tour students around and give them tips.
- 2) Nothing
- 3) Students from previous intake speak to the new students.

4. If your spouse or family member was interviewed, how do they feel about this?

No Responses.

Miscellaneous

- 1) I really like this program, it gives those who didn't get the required credits in high school another chance to do what they want to pursue, especially those who are too old to go back to school.
- 2) Nope , no comments or criticisms.
- 3) I was happy to take NNEP.
- 4) Maybe tell future student's how to get involved in University.
- 5) The NNEP program is a gateway to university.
- 6) NNEP helps people to come in to the intimidating university environment and provides you with all the necessary tools to succeed.

PART B STUDENT EVALUATIONS OF THEIR FIELD PLACEMENT EXPERIENCE (7 responses)

Was the placement experience a positive one? Please explain.

- 1) Yes, my placement at Stevenson Memorial Hospital was an invaluable experience. The shadowing I did here allowed me to get a glimpse into the inner workings of the hospital and experience the reality of care in Healthcare in Canada and see the future problems such as Baby Boomers, Diabetes and Obesity.
- 2) Yes it was. I was able to communicate well with other workers and understand what they do at the health office. I also had a chance to shadow our Community Health Nurse.
- 3) The placement was the most positive thing I have ever done, I love those people the staff but even more the residents, such special boys.
- 4) Yes, the placement experience was positive. This placement was particularly relevant to me because I was considering being a health nurse in a smaller community and it was nice to see community nursing in action.
- 5) It sure was a positive experience! Every-one here at Dilico have been so nice to me. They welcomed me with open arms and smiles. I really enjoyed doing the smudge every Monday and Friday.
- 6) Very Positive. The staff at TBRHSC are a friendly upbeat and energetic bunch.
- 7) Most definitely the experience was a positive one, at first I was discouraged, the program seemed relaxed and I am the type of person who likes to be busy all the time. There was one post-natal and one pre-natal program done weekly. These programs take a lot of thought and preparation. This field placement showed me the importance of organization and patience as well as other traits in the two weeks I was there.

Was the field placement experience a negative one? Please explain.

- 1) I would not say a negative one but moments of it were. I witnessed the politics of healthcare, the not wanting/bothersome of hauling a student following a nurse around all day. I am not saying all staff were like that, but a couple and I could sense their vibe. However lest they forget “we were all beginners once before”, and it takes help for students to learn to become the best they can be.
- 2) I wish that our community health nurse was here more during my placement. That is the only negative part.
- 3) No response.
- 4) No, the field placement was not a negative experience at all.
- 5) The only negative thing I have to say is that I did too much filing. Some days all I would do is file. I do understand that it is something that has to be done by someone but sometimes it was overwhelming.
- 6) No.

- 7) Like I mentioned above during the first few days I was convinced that this field placement would be useless. I was wrong. Of course minor things were sometimes negative, such as: lack of supplies, group participation or gratitude from clients I would not say the placement was negative, but every “ship” has its flaws..

What was the area of greatest learning for you?

- 1) I think when I got to directly observe and interact with clients was the most rewarding. The lesson to listen to your elders cannot be stressed enough. To soak up info from experts in the field and there guidance I will carry that with me for the rest of my life. For Example I watched a nurse give a baby a bath and learned all about how to put on and take off PPE. These things are critical for nurses.
- 2) The area of greatest learning for me would have been when our community nurse came in and I was able to check a patient’s blood sugar levels and weigh them on the medical scale. My favorite part was learning about the new HbA1C testing machine that tests for diabetes and kidney function.
- 3) Learning how to redirect behavior and leave the person not feeling bad.
- 4) I found the different types of visits that I was able to observe interesting. I got to observe, foot-care, immunizations, New Baby check, post- partum assessment, breastfeeding consult, home visits and more. .
- 5) There were areas: the day we did a post-partum check-up with a girl who just had her baby, and the day we did a community visit in Whitesand First Nation; we got to see how a remote reserve operates.
- 6) I really know my way around this hospital. I saw behind the scenes how much work goes on to make TBRHSC a culturally sensitive place.
- 7) There were many great learning experiences for me, but the greatest was to see and learn that women and infants in this program are there to better themselves and learn new parenting skills. I loved to see indigenous women proud and concerned for themselves and their infants. In the past few years I have noticed an abundant amount of racism especially towards indigenous people, anyway, the point is, there are great caring, nurturing, loving mothers, despite what some people may say.

What suggestions do you have to improve the field placement experience?

- 1) I don’t think I have improvements for Stevenson. The program Coordinator of Human Resources set up a great placement for me. She allowed me to visit various departments that our small county hospital like Stevenson offers.
- 2) Some suggestions I have to improve the field placement experience would be to make a list of things to be done so that the placement preceptors know what to have us do.
- 3) More nursing stuff.
- 4) I have no suggestions to improve the field placement experience. I had a great time and learned a lot from the Community Health Nurses at Dilico.

- 5) No suggestions. NNEP in it's entirety is the most incredible program. I am going to miss all the teachers and the program coordinator so much.
- 6) More time at TBRHSC. I feel like there is a lot more to be learned.
- 7) The only suggestion I have is to perhaps have a week or two more of our field placements, it is only two weeks and I feel we would be able experience, learn and see more if our time was not limited.

PART C PRECEPTOR EVALUATIONS (Field Placements) (7 of 7 responses, with 1 preceptor page missing)

The field placement is intended to provide NNEP students with an opportunity to gain experience, practice skills and theory learned in classes, interact with Native health agencies, and learn about service delivery and how to offer cross-cultural help (See Appendix E for Field Placement Documentation and Proposal Plan). Each preceptor is asked to submit an evaluation for each student (See Appendix F for Preceptor Evaluation Forms). A total of fourteen preceptors completed student evaluations.

The evaluation focuses on the following areas, with overall assessments provided for the first three categories. Listed below are the specific comments made by preceptors supervising NNEP students.

For the overall assessments, in categories 1-3, please note: Very Good = little or no assistance required; Good = some/occasional assistance/guidance required; Needs Improvement = frequent/ongoing assistance/guidance required; Unable to Evaluate = not applicable/not observed

1. Communication,
2. Assertiveness,
3. Interpersonal skills,
4. Cultural knowledge/values/beliefs/ attitudes,
5. "Nursing" experience,
6. Suggestions for field placement improvement.

QUESTIONS:

QUESTIONS:

Communication:

1. Overall Assessment in Communications

- 1) Very Good.
- 2) Very Good.
- 3) Very Good.
- 4) Very Good.
- 5) Very Good.

- 6) Very Good.
- 7) First page of assessment missing.

2. What strength does the student have in communications?

- 1) Asks if not sure. Rechecks.
- 2) ____ is a very outgoing individual. He introduced himself to the staff and clients in a professional manner. ----- was respectful when communicating with others and demonstrated this by listening to others without interrupting, he maintained eye contact during conversations and used language that was appropriate for the work place.
- 3) ----- is very well spoken and easy to talk to. She made every effort to communicate in a professional manner when interacting with Clients, staff and other teams.
- 4) ----- could clearly articulate what she needed to communicate and she asked clarification questions if she didn't understand: she took time to talk to elderly patients.
- 5) ----- was open to asking questions and learning from other departments@TBRHSC.
- 6) _____ is outgoing and effectively communicates. She is a confident speaker and easily initiates conversation.
- 7) First page of assessment missing.

3. What areas of communications need improvement?

- 1) None that were noticed.
- 2) No needed improvement. She is approachable and good to talk to.
- 3) No improvements needed.
- 4) None.
- 5) No opportunity to assess written communications.
- 6) NIL.
- 7) First page of assessment missing.

4. Additional comments regarding communications.

- 1) No comment.
- 2) No comment.
- 3) No comment.
- 4) Very personable and great at sharing her stories to be part of a conversation or add ideas.
- 5) No Comment.
- 6) Writing, computer and listening skills are all very good.
- 7) First page of assessment missing.

Assertiveness:

Overall Assessment in Assertiveness

- 1) Good

- 2) Very Good
- 3) Very Good
- 4) Very Good
- 5) Very Good
- 6) Very Good
- 7) First page of assessment missing.

2. What strengths does the student have in assertiveness?

- 1) Is assertive when needed.
- 2) _____ consistently sought out learning opportunities during his placement. He always asked for more tasks upon completion. He was eager to attend home visits with his preceptor.
- 3) Communication style, great personality and confident in abilities. Also, able to share when needs more explanation or guidance.
- 4) _____ did not hesitate to jump right in and get involved. When she was with the Cardiac Rehab Program she went up to the patients and started a conversation and walked them around the track.
- 5) _____ is assertive. She is confident. She is independent and took on tasks and completed them in a timely manner and did them well.
- 6) ----- shows assertiveness by being positive and confident in her role.
- 7) First page of assessment is missing.

3. What areas of assertiveness need improvement?

- 1) None. Assertive when called upon.
- 2) I do not believe _____ needs any improvements in the area of assertiveness.
- 3) None.
- 4) ----- followed direction and didn't challenge any of the learning opportunities we had set out. She followed versus being more assertive and asking for anything.
- 5) No Comment.
- 6) No Comment.
- 7) First page of assessment missing.

4. Additional comments regarding assertiveness?

- 1) No Comment.
- 2) It was nice to see how much ----- wants to learn about nursing. His interest in the field and his assertiveness will make him an excellent nurse in the future..
- 3) ----- ability to get along with others in a caring manner helps her open doors of communication.
- 4) No Comment.
- 5) No Comment.
- 6) No Comment,
- 7) First page of assessment missing.

Interpersonal Assessment:

1. Overall Assessment of Interpersonal Skills

- 1) Very Good
- 2) Very Good
- 3) Very Good
- 4) Very Good
- 5) Very Good
- 6) Very Good
- 7) Very Good

2. What strengths does the student have in interpersonal skills?

- 1) ----- has strong interpersonal skills.
- 2) ____ gets along well with all staff in a variety of situations. She participated in a team meeting and navigators worked with ----- for ½ day.
- 3) ____ showed strength in interpersonal skills including verbal and non- verbal communication, listening skills, problem solving and assertiveness.
- 4) -----'s ability to use personal stories and experiences. This skill is highly needed in nursing. Especially FN as we are all natural story tellers.
- 5) ____ is a soft spoken young lady however she is able to engage in a conversation in any area and was inquisitive asking appropriate questions; ----- was helpful and aware that she might need to step aside in some care situations; she respected privacy and consent issues.
- 6) ---- easily spoke to others . She is a good listener with good advice or support for clients.
- 7) During placement at KNCH her engagement with clients has been helpful. She has a healthy rapport with our most difficult clients.

3. What areas of interpersonal skill need improvement?

- 1) N/A
- 2) None need improvement.
- 3) N/A.
- 4) None.
- 5) No Comment.
- 6) No Comment.
- 7) Have not noticed any needed improvements.

4. Additional comments regarding interpersonal skills.

- 1) ---- shared her experiences and knowledge with members of the team.
- 2) N/A.
- 3) No Comment.
- 4) N/A.
- 5) Clients and staff were very open to -----, seemed she was here longer than 2 weeks. She did great.

- 6) It was a pleasure having ----- at SMH. I invited her to our Inter-professional Advisory Committee meeting where Models of Care was the Primary focus.
- 7) Very good at starting and maintaining conversation with clients.

Cultural Knowledge/Values/Beliefs/Attitudes:

Was the student able to demonstrate cultural knowledge/values/beliefs/attitudes? (please indicate if unable to assess)

- 1) Yes. She shared her experiences and teachings.
- 2) There were none to assess as there were no cultural events.
- 3) ----- was able to share his knowledge, values and beliefs with clients and was respectful of the beliefs of clients.
- 4) Story telling- sharing of self to make people comfortable. Wanted to learn more about her FN.
- 5) ----- was able to share that she was aware of a variety of cultural beliefs, At SMH during her 2 weeks she wasn't able to interact with any members of the native population.
- 6) ----- was raised with Aboriginal Culture and is familiar with the issues families have. She is non-judgmental and accepting.
- 7) Yes she participated in our morning circles.

"Nursing" Experience:

What areas of "nursing" did the student experience?

- 1) Working with the patient navigators in Diabetes, Cancer and renal departments.
- 2) Community Health nurse visits.
- 3) ----- experienced care management and Community Health Nursing .
- 4) Communication, home visits, foot-care, elder care, organizational roles and responsibilities, mask fit testing, blood pressures.
- 5) I organized the placement to include many departments and types of nursing care.
- 6) Prenatal program, Infant development, Nutritious meal planing .
- 7) Communication recovery tools for clients with addictions.

Suggestions for Field Placement Improvement:

- 1) Nothing Noted.
- 2) Very well attended, would like her back.
- 3) No suggestions for field placement improvement at this time.
- 4) None, she was great, 2 weeks is too short. ☺
- 5) No comment.
- 6) NIL.
- 7) No Comment.

VII SUMMARY, CONSIDERATIONS AND RECOMMENDATIONS

This report presents information on students registered in the NNEP from September 2014 to May 2015. Student profiles, academic achievements and interview scores are also detailed and considered indicative of a student's potential success in the B.Sc.N. program. In an attempt to obtain feedback for the program, students and field placement preceptors are encouraged to offer their comments and suggestions.

2013-2014 NNEP files were found to be complete, well organized and easy to access. A master key list with year, intake number, student names with corresponding alphabetical code, and home community has been developed and will be retained in the NNEP office.

The following considerations and recommendations for the NNEP have been formulated based on student comments, preceptor feedback and the Coordinator's findings.

COMMENTS for CONSIDERATION:

Student NNEP Course Evaluations:

- 1) Chemistry was described as a challenging course that was well taught. Suggestions for improvement included more focus on biochemistry which will be needed for the nursing program. The professor is a good teacher and his office hours are appreciated by students.
- 2) Students enjoyed English and appreciated the professor's style, enthusiasm and devotion to the class.
- 3) Students described Math as having an awesome professor, who inspired them to like math. One suggestion was to focus more on dosage calculations.
- 4) Students enjoyed Biology in spite of it being fast paced and challenging. Students appreciated the pace and interactions of the professor. One suggestion was to provide more review assignments.
- 5) Students really enjoyed Communications, its structure and the varied instructional methods used by the professor.
- 6) Students found the Professional Orientation course very good. Students felt it was a great segue into nursing. Some students did not like the 3 hour/week format of the class, with one student asking for a marking rubric for written papers.
- 7) Students found the Study Skills/Logical Reasoning course to be very valuable for increasing productiveness.

8) Students felt that the field placement was a great experience and opportunity to apply knowledge acquired in the NNEP. Students also felt that the placement helped them experience nursing first hand and helped to prepare them for their future careers in nursing. Some students suggested having the placement begin right after classes end and possibly extending the placement beyond two weeks.

9) Tutorials, study groups, counseling, spiritual support and administrative services were well received and crucial for the student's success.

10) Suggestions for future support services included having more study tutors in the most challenging classes (Math, Biology and Chemistry).

11) The Selection/Orientation process was, for the most part, positively received. Students felt it was representative of what was in store for them during the year. Some felt intimidated and stressed by the experience, with one suggestion to have less interviewers in the room, or providing the questions in advance.

12) The "Orientation" during the interview process was very well received. Suggestions for improvement included: showing students where classes are, having former graduates come out to talk.

Student Evaluations of their Field Placement Experience:

Students generally enjoyed their placements and were excited to learn and to be a part of the nursing field. Some wished they could have had more clearly defined roles, and others wished their placement could have lasted longer. Overall, it was a positive experience.

Preceptor Based:

Preceptors provided detailed feedback about their NNEP students that was very positive. Preceptors were pleased with the eagerness and professionalism displayed, communication skills and knowledge displayed by the students. Students were able to assert themselves in a positive way.

APPENDIX A

Update on Developments Arising from the 2013–2014 - 28th Intake Evaluation Recommendations

** Joy Nieminen's comments are in italics

RECOMMENDATIONS:

Coordinator Based:

- 1) Some of the students felt intimidated by the interview process. One of the students suggested that the questions be given in advance of the interview so that they can feel more prepared. Also, perhaps limiting the number of interviewers to no more than three might make the interview less intimidating.

This has been identified and brought forward to the NNEP Advisory Committee. The number of interviewers used for the 30th intake was 3.

- 2) Support services for the students are vital to their success. Wherever possible, maintaining the current level of support is necessary to the success of the program.

This has been implemented as much as possible by encouraging the students to take advantage of all resources available on a continuous basis. The NNEP Coordinator forwards all resources as received by all staff, faculty and other organizations/agencies to the students. Also continuous reminders are sent out to the students and issues consistently raised in the class by instructors as well.

APPENDIX B

NATIVE NURSES ENTRY PROGRAM INSTRUCTIONS TO SELECTION TEAM

Thank you for taking time out of your busy day to participate as the Selection Committee for the Native Nurses Entry Program (NNEP) at Lakehead University. As a selection committee member, below are guidelines to orientate you to the procedures to follow:

1. Please arrive ½ hour before the first scheduled interview. This allows time for you to meet with the other committee members and time to review the applicant packages and discuss each of the candidates.
2. Return all documents pertaining to the selection committee to the manager immediately after the interviews are completed or at the end of the day of interviews.
3. A question sheet is available to be used as a guideline. You can ask additional questions to seek clarification.
4. Candidates Scoring Sheets and Selection Decision – the **scores for each applicant will be totaled and added to the score sheet**. Following the completion of this process for each applicant, a discussion shall occur amongst the Selection Committee to determine post interview recommendations.
5. Remember, as a program, we are designed to accept candidates who would not be accepted or successful in a degree nursing program WITHOUT the support of the seven courses we have developed for the Native Nurses Entry Program.

NATIVE NURSES ENTRY PROGRAM
SELECTION TEAM

ADDITIONAL PROMPTING/GUIDE QUESTIONS
TO ASK A POTENTIAL STUDENT

1. How did you become interested in nursing as a career choice?
2. What has been your academic background to date? High school education? Upgrading courses? Math and science background? Is English your first language?
3. Did you encounter academic problems in Science, Mathematics or English?
4. What family support do you have? Friends? Are they here or back home?
5. Have you worked in a health related facility or community health agency in the past? Volunteer work?
6. What difficulties do you foresee in attending university?
7. How do you deal with stressful situations? How will you deal with the stress of being a student? Being away from family and friends?
8. Problem solving:
 1. Relate a past problem you encountered?
(personal, work, community)
 2. What steps did you take to deal with problems?
 3. What did you learn from the experience?

NATIVE NURSES ENTRY PROGRAM

EDUCATION/WORK EXPERIENCE/SUITABILITY/PERSONAL QUALITIES
CRITERIA GUIDELINES (SUPPLEMENTAL)

I. RELEVANT EXPERIENCE

1. Candidate has been enrolled in secondary/post-secondary courses at another institution, (or correspondence course), in past 5 years.
2. Evidence of science courses on transcript (or presently enrolled in senior science course) in the past 5 years.
3. Evidence of letters of recommendation from former employer or volunteer organization or evidence of completion on resume.
4. Evidence of exposure to a health related agency or community work; or, has previously taken a health related training program.
5. Candidate has submitted a personnel statement discussing an important health issue and ways to address this problem.

II. PERSONAL QUALITIES

6. Candidate has shown ability and willingness to make changes in life, (e.g. Career changes, educational changes), and has proven ability to adapt to new circumstances.
7. Candidate is cognizant of time and effort required for full-time study, as well as commitment to family and home environment.
8. Candidate can discuss coping mechanisms used to effectively deal with personal and education related stress (from previous experience that demonstrates coping pattern is successful.)
9. Candidate can summarize goals and aspirations in a confident and well thought out manner.
10. Candidate is not currently experiencing emotional and personal stress that may reflect in poor academic performance, or withdrawal from program.
11. Candidate can relate evidence of a supportive family environment (spouse may be interviewed).
12. Candidate can respond clearly and concisely to situation presented by interviewers. (also see reference from question 11 and 12)
13. Candidate relates a past problem in living, outlining methods to problem-solving, resources utilized, and how this experience reflected on future similar situations.

NATIVE NURSES ENTRY PROGRAM

ASSESSING FAMILY AND PEER SUPPORT
CRITERIA GUIDELINES (SUPPLEMENTAL)

1. What can you tell us about your family?
2. How does your spouse feel about you going to school?
3. How do your spouse/children feel about moving to Thunder Bay? Leaving friends/family behind? Changing schools? What does your partner intend to do in Thunder Bay?
4. Does your family have any health problems?
5. How often do you feel you or your family might want to go back home to your community? Why?
6. Have you or your family lived outside your community before? What were you doing? Why did you return?
7. Have you thought about daycare?
8. How will your spouse/children feel about having to spend all day at school and your evenings studying and doing homework?
9. Will you and your family be able to manage on a student allowance?
10. What kind of things do you do with your family and friends?
11. If your friends were going to a movie or a party would they understand if you wouldn't go with them because you had to study?
12. Where do you look for personal/emotional support?
13. If you were having a difficult time at school or home who would you talk to about it?
14. How do you deal with stressful situations and family demands? Abuse drugs or alcohol? Lose motivation?

APPENDIX C
NATIVE NURSES ENTRY PROGRAM
ADDITIONAL PROMPTING/GUIDE QUESTIONS
TO ASK RETURNING STUDENTS

1. Are you single, married, a single parent? If you have children, was the adjustment to your attending university difficult for them? Was it difficult for your spouse? What kinds of difficulties did you have to overcome?
2. Did you have difficulty being a parent and going to school?
3. Was it hard to find time to study and complete homework assignments? How much time did you have to study each day on weekends?
4. Was it hard to develop good study habits? How did you learn to do this? Did you frequently feel that you were overworked?
5. Was organizing your school, study and leisure time a problem?
6. Has attendance or punctuality at classes been a problem for you? What steps did you take to resolve these problems? Were you absent because of health problems?
7. Did you find it difficult to live on your allowance? How did you learn to budget your money?
8. Did you find the university courses difficult? Were the support courses challenging? What courses did you find most difficult? Why?
9. Did you have difficulties with faculty? Were you able to talk to them when you had a problem? Was this helpful? Did you have one specific person you could always go to if you needed to talk?
10. Did you have to make a number of changes in yourself? What was the most difficult behaviour to change? Has your self image changed now?
11. How often did you get feedback on our performance from the faculty/Manager? Did they use praise or criticism or a combination of methods?
12. Have you felt like you were under a lot of stress? What kinds of stress? How did you handle this?
13. Was the field placement a valuable and worthwhile experience? Do you recommend returning to your community?
14. What kinds of problems were you able to discuss with the Native student counsellor?
15. Did you make use of Aboriginal Cultural & Support Services Support Services? How did they help you?
16. What things did you do to keep your cultural values alive?

NATIVE NURSES ENTRY PROGRAM

WELCOME TO SELECTION 2015

ON BEHALF OF ALL OF US HERE AT LAKEHEAD UNIVERSITY, WE WISH TO EXTEND A WARM AND FRIENDLY WELCOME TO YOU. WE HOPE THAT YOU WILL BE JOINING US FOR THE 2013/2014 SCHOOL YEAR, TO GET A JUMP START ON YOUR NURSING CAREER. PEOPLE IN THE COMMUNITIES REQUIRE NURSES WHO HAVE RECEIVED A QUALITY NURSING EDUCATION THAT INCLUDES SENSITIVITY TO THEIR CULTURE AND VALUES. THIS IS WHAT WE OFFER YOU AT LAKEHEAD, THIS PROGRAM IS THE FIRST STEP TO BECOMING A PROFESSIONAL NURSE, AND WE WANT YOU TO ACHIEVE OPTIMUM BENEFIT OF THE SERVICES WE OFFER ON CAMPUS, AS WELL AS THOSE OFFERED THROUGHOUT THUNDER BAY.

PLEASE DO NOT HESITATE TO CONTACT SOMEONE IN THE SCHOOL OF NURSING IF YOU HAVE ANY QUESTIONS.

OUR OFFICE NUMBER IS (807) 343-8768.

MIIGWECH!!!

**Joy Nieminen, RN, HBSN MPH
NNEP Coordinator
Native Nurses Entry Program**

NNEP 'HEATHER' CASE STUDY

Heather is a 25-year old student at Lakehead University attending the Native Nurses Entry Program. She is a single parent with 2 children – a son aged 2 years, and a daughter aged 7 years.

Heather is in the second term and is taking five courses. In the first term Heather, also had 5 courses, and passed her courses with the following marks: 62 78 56 80 76

Lately, Heather appears tired, pale, and anxious. This term's marks have deteriorated to failing grades. She is often late and recently missed classes several days in a row. When approached by the Program Manager, or NNEP Counsellor, she was defensive and did not account for her absenteeism.

The day care has called and indicated Heather's 2-year old son is frequently ill and on several occasions has come to the day care bruised and tired. The school where Heather's daughter attends has called to inform us that Heather's daughter has not attended school in the past 3 days.

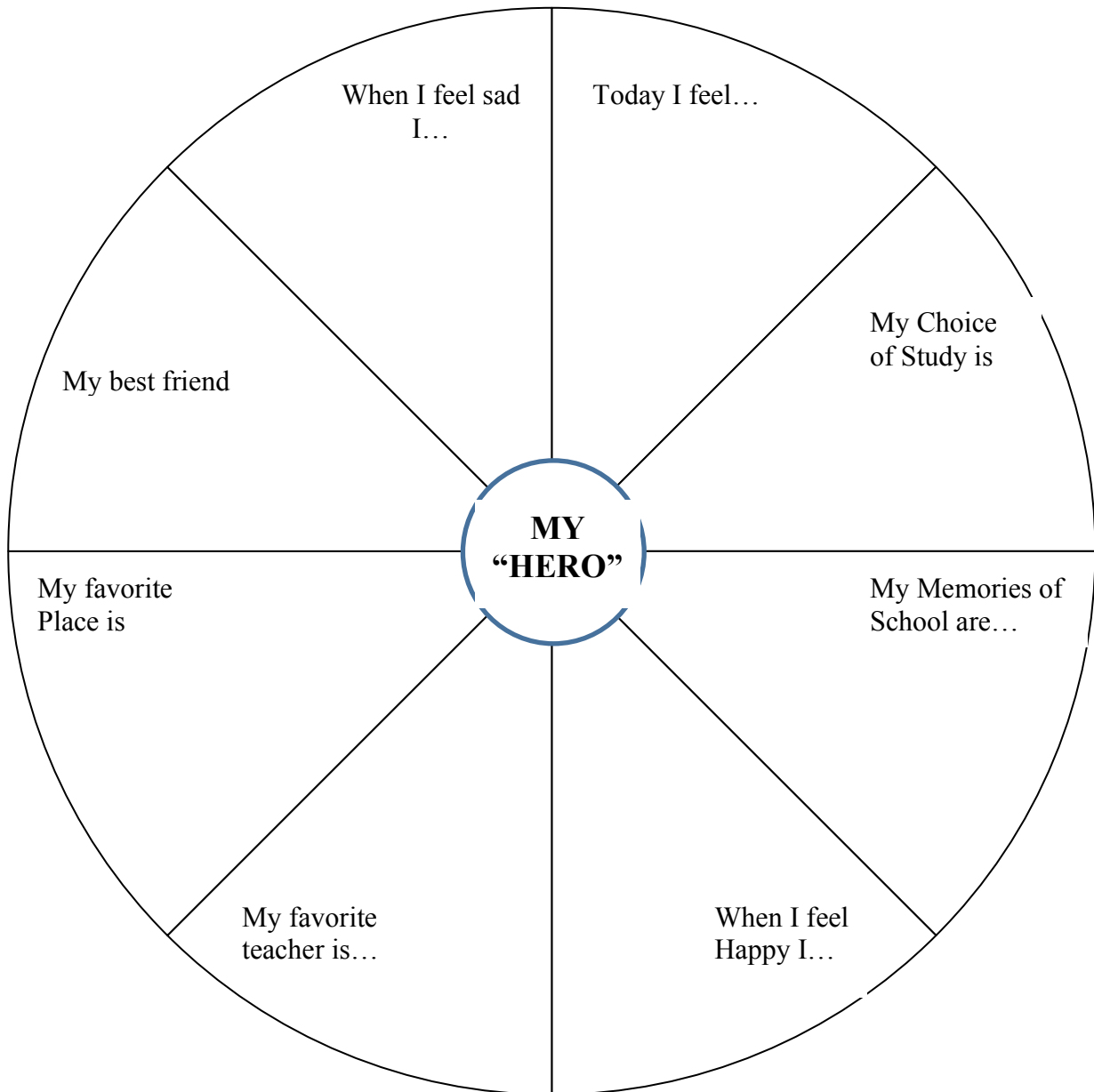
Finally, Heather's landlord has called us. Apparently, Heather is behind in her rent payments. She usually pays \$640.00 per month but was only able to make a payment of \$295.00 this month. Also, Heather still has to pay rent for 4 more months until school is finished.

Both students and faculty are concerned about Heather.

- | |
|---|
| 1. In paragraph form, identify any personal, academic, social, or health issues that Heather may be experiencing. |
| 2. In paragraph form, prioritize the above issues and identify where Heather might begin in order to cope with all these issues. |

- | |
|---|
| 1. What is Heather's overall average for the courses she took in her first term? |
| 2. How much does Heather have left to pay for this month's rent? |
| 3. After this month, how much does Heather have to save to cover the rest of her rent until school is finished? |

NATIVE NURSES ENTRY PROGRAM



“This is ME” Wheel

INFORMATION FOR STATISTICAL PURPOSE ONLY

Please fill in the following information **if** you wish to do so.

You do not have to give your name.

All information is confidential and used only for gathering statistics about the NNEP.

_____ Age ☐ Male
 ☐ Female

☐ Married

☐ Single

☐ Separated/Divorced

☐ Single Parent

_____ Number of children (total)

_____ Number of children (under 16)

LANGUAGES SPOKEN

☐ English ☐ Ojibway ☐ Other

☐ Oji-Cree ☐ Cree

☐ Status ☐ Non-status

FIRST NATION YOU ARE FROM

APPENDIX D
LAKEHEAD UNIVERSITY
FINAL STUDENT EVALUATION
OF THE
NATIVE NURSES ENTRY PROGRAM

The Advisory Committee of the Native Nurses Entry Program would like your input and suggestions on how we can improve the program for incoming students.

These suggestions will be used to review the major sections of the program; therefore, this evaluation form is divided into three (3) areas:

1. Curriculum
2. Support Services
3. Selection Process

1. CURRICULUM

The NNEP curriculum is comprised of four (4) academic courses (English, Mathematics, Biology and Chemistry), and three “Special Purpose” courses (Communication, Professional Orientation and Study Skills/Logical Reasoning). A two-week Field Placement experience at the end of the academic year is also included as part of the curriculum.

CONSIDER STRENGTHS AND AREAS IMPROVEMENT FOR:

CHEMISTRY: _____

ENGLISH: _____

MATHEMATICS:

—

BIOLOGY: _____

COMMUNICATION: _____

PROFESSIONAL ORIENTATION:

STUDY SKILLS/LOGICAL REASONING:

OTHER COMMENTS RELATED TO COURSES:

2. SUPPORT SERVICES

(A) WHAT TYPE OF SUPPORT DID YOU REQUIRE?

(B) HOW HELPFUL WERE THESE SERVICES?

(C) WHAT TYPE OF SERVICES COULD WE INCLUDE IN THE FUTURE?

(D) OTHER COMMENTS:

3. SELECTION PROCESS

(A) HOW HELPFUL WAS THE INTERVIEW PROCESS?

(B) HOW COULD WE IMPROVE THIS PROCESS?

- (C) WHAT SHOULD WE INCLUDE IN THIS “ORIENTATION”?
- (D) IF YOUR SPOUSE OR FAMILY MEMBER WAS INTERVIEWED, HOW DID THEY FEEL ABOUT THIS?

4. MISCELLANEOUS:

PLEASE USE THIS SECTION TO MAKE ANY OTHER COMMENTS, HELPFUL SUGGESTIONS OR CRITICISMS:

(NOTE: Although you are moving on to the School of Nursing (regular) program, the Advisory Committee would still like to be a part of your education process. If we can be of any assistance throughout the next four years please contact the Manager. We encourage you to use any of the NNEP services as it has been set up with **you** in mind. We will be here when you graduate as well. GOOD LUCK AND THANK YOU FOR YOUR TIME IN COMPLETING THIS EVALUATION AND HELPING US TO IMPROVE THE PROGRAM.

NNEP ADVISORY COMMITTEE - APRIL 1991.
UPDATED DECEMBER 2011

**NATIVE NURSES ENTRY PROGRAM
STUDENT'S EVALUATION
FIELD PLACEMENT EXPERIENCE**

We are interested in your comments in the following areas related to your field placement experience. Thank you in advance for your cooperation in completing this evaluation.

Was the field placement experience a positive one? Please explain.

Was the field placement experience a negative one? Please explain.

What was the area of greatest learning for you?

What suggestions do you have to improve the field placement experience?

APPENDIX E

DATE

ADDRESS

RE: PLACEMENT OF STUDENT FROM NATIVE NURSES ENTRY PROGRAM

Thank you for consenting to place ***STUDENT' NAME*** for her field placement from Monday, April 28, 2014 to Friday, May 9, 2014. **(THREE WEEK BLOCK OF TIME)**

This field placement completes the "Communications" and "Professional Orientation" courses the students took as part of their pre-nursing program from September 2013 to April 2014.

Enclosed, please find an outline of the field placement proposal plan and a preceptor's evaluation form with a stamped self-addressed envelope. Also included is a "Work/Education Placement Agreement/Post Secondary" form composed of three duplicate sheets (white, yellow & pink) and a sample form (bright green). Please note it has been completed except for Section C OR Section D and the signature of the Work Placement employer under Section E. Please complete, return all copies to me in the stamped, self-addressed envelope. I will then have the student sign it and distribute the copies accordingly. The student will bring the yellow copy to you when he/she starts the field placement.

The student will discuss with the agency her learning objectives, which will be brought with her the day of the placement. Hopefully, opportunities and experiences can be provided within the agency for the student to meet her objectives. In addition, the student may be involved with activities that relate directly to the operation of the agency.

During the course of the year, the students have received lectures and practice time in the following areas:

- self-awareness, verbal and non-verbal communication skills
- listening skills, questioning, clarifying, focusing, stating observations, summarizing, paraphrasing
- personal values, community values, ethical values
- health promotion, comparative health care systems
- roles of nurses in northern communities
- assertiveness, leadership roles
- problem-solving and decision-making
- topics such as abortion, death & dying, care of the elderly, suicide, family violence, drugs and alcohol, and AIDS

- group theory, and group work
- planning health presentations and teaching health concepts
- seminars on health topics
- legal issues in nursing
- cross-cultural communication
- self-esteem, self-concept
- contemporary Native health issues
- Human Anatomy and Physiology
- Chemistry
- Mathematics
- English
- Study Skills

I hope to be able to visit with the student and you during one day of the two weeks and will call to arrange a suitable time.

In closing, I thank you for your interest in the learning of students from the Native Nurses Entry Program, and hope that this experience proves to be a positive one for you as well.

Please contact me at 343-8768 or by fax at 346-7824 if you have any questions or require any further information.

Sincerely,

Joy Nieminen, RN, HBScN MPH.
NNEP Manager

NATIVE NURSES ENTRY PROGRAM
NURSING 1092:FIELD EXPERIENCE FOR NATIVE NURSING STUDENTS
FIELD PLACEMENT PROPOSAL PLAN

OVERALL OBJECTIVES

The student will be able to:

1. Apply the theory and practice the skills presented in "Communications" and "Professional Orientation."
2. Interact with Aboriginal agencies and providers to learn the service delivery of the agency and how agencies adapt to a cross-cultural "helping" environment.

ACTIVITIES

1. Write short-term objectives (3- 5) to be achieved during the placement, and the activities you anticipate you will carry out to meet these objectives.
2. Evaluate the plan in terms of your objectives (did you meet/not meet all/some of the objectives? If you did meet them, explain how; if you did not, what other objectives did you develop and use during your placement?)
3. Keep a daily journal recording all activities, thoughts and feelings and reflecting on how these relate to objectives.
4. Write a summary (1-2 pages) of the placement experience.
5. Complete your evaluation of the Placement experience on the form provided.

EVALUATION

A rating of "PASS" or "FAIL" or "INCOMPLETE" will be given to your placement assignment. A mark of 45I will be assigned to you if you do not complete the activities indicated above. This "INCOMPLETE" will have to be cleared before you can proceed to Year I of the BScN program.

HAND IN

1. Completed plan reflecting your objectives, your activities and your evaluations.
2. Daily journal.
3. Summary.
4. Your evaluation of the Placement experience (on the form provided).

These 4 hand-in items must be submitted (in person, mail, email, fax) within 1 week following the completion of your Placement.

APPENDIX F NATIVE NURSES ENTRY PROGRAM - LAKEHEAD UNIVERSITY

PRECEPTOR'S EVALUATION

PURPOSE AND FOCUS OF EVALUATION

The Advisory Committee of the Native Nurses Entry Program would like you to consider the following in your evaluation of NNEP students:

- The field placement was designed to allow students to practice the skills and to apply theory presented in the "N1110 COMMUNICATIONS" course (one-half credit) and in the "N1130 PROFESSIONAL ORIENTATION" course (one-half credit).
- Therapeutic communication, including, open-ended questioning; attending (listening) skills; eye contact and touching (if appropriate); restating meaning and seeking clarification.
- Assertiveness skills, including "risk-taking"; stating opinion; disagreeing if incongruence with personal values; taking initiative; and seeking help from co-workers and persons in authority.
- Personal and cultural values, and their role in personal development and professional development.
- Legal and ethical issues in nursing; history of nursing; caring; primary health care, Native health issues; guidelines for the student as a health professional; and community development.

The field placement also provides an opportunity for the students to interact with Native health agencies and providers to learn the service delivery of the agency and how agencies adapt to a cross-cultural "helping" environment.

Please share any resources, both personal and health, with the students that you feel may contribute to a positive learning experience in their goal to BECOME NURSES.

**Lakehead University School of Nursing
Native Nurses' Entry Program (NNEP)
Nursing 1110/1130 Field Placement Evaluation**

Student _____ Field Placement _____

****Legend***

Very good- Little/no assistance/guidance required. **Good** - Some/occasional assistance/guidance required.
Needs Improvement - Frequent/ongoing assistance/guidance required. **Unable to evaluate** - Not applicable/not observed.

Overall Assessment: Communications			
Very Good	Good	Needs Improvement	Unable to evaluate

What strength does the student have in communications?

What areas of communications needs improvement?

Additional comments regarding communications.

Overall Assessment: Assertiveness			
Very Good	Good	Needs Improvement	Unable to evaluate

What strengths does the student have in assertiveness?

What areas of assertiveness need improvement?

Additional comments regarding assertiveness.

Overall Assessment: Interpersonal Assessment			
Very Good	Good	Needs Improvement	Unable to evaluate

What strengths does the student have in interpersonal skills?

What areas of interpersonal skills need improvement?

Additional comments regarding interpersonal skills.

Cultural Knowledge/ Values/ Beliefs/ Attitudes
--

Was the student able to demonstrate cultural knowledge/ values/ beliefs/ attitudes?
(please indicate if unable to assess)

"Nursing" Experience

What areas of "nursing" did the student experience?

Suggestions for Field Placement Improvement:

Preceptor _____ Date _____

(Note: The Advisory Committee appreciates your time and contributions to the professional and personal development of NNEP students. If you have any questions, please do not hesitate to contact the NNEP Coordinator at (807) 343-8768)