

**Evaluation**  
**of the**  
**Native Nurses Entry Program (NNEP)**  
**- Thirtieth Intake - 2015/2016 -**

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

**A Report Prepared for the NNEP Advisory Committee**

**By:**  
**Joy Nieminen, RN HScN MPH(N)**

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## TABLE OF CONTENTS

	<b>PAGE</b>
<b>I INTRODUCTION</b>	3
<b>II EVALUATION FORMAT</b>	4
<b>III NNEP PERSONNEL</b>	5
<b>IV PROGRAM PROMOTION &amp; RECRUITMENT</b>	6
<b>V RECRUITMENT &amp; APPLICATION PROCESS</b>	7
<b>VI PART A THIRTIETH INTAKE RESULTS</b>	9
(A) STUDENT PROFILES	9
(B) STUDENT PROFILE SUMMARY	11
(C) ACADEMIC ACHIEVEMENTS	11
(D) ACADEMIC AVERAGES & SELECTION	12
(E) SUMMARY OF THIRIETH INTAKE	12
<b>PART B - STUDENT EVALUATIONS</b>	13
<b>PART C - PRECEPTOR EVALUATIONS</b>	19
<b>VII SUMMARY, CONSIDERATIONS     &amp; RECOMMENDATIONS</b>	24
<b>APPENDICES A-F</b>	

## 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 thirty 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 Thirtieth Intake. This evaluation was designed similarly to the preceding twenty- ninth 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 2015 to May 2016. 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 Thirtieth 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, 2015; 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 Ninth 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 changed to Part-time.

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 and setting up final placements and the monitoring of these placements. Her position is now a contract one – running from the beginning of August till the end of May.

Joy is a valuable resource, and was able to teach students in both the Fall Nursing 1110 Communications Course and the year- long Nursing 1150 Study Skills Course.

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 January and May and promoted program objectives by acting as a liaison to the university and external sources.

#### IV PROGRAM PROMOTION AND RECRUITMENT

April – May 2016	Field Placement Visits: (By Phone*)  Poplar Hill Nursing Station* Anishnawbe Mushkiki Waasegiizhig Nanaandaweyewigamig Health Access Centre* Nipigon General Hospital
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*

Evaluation of 30<sup>th</sup> Intake – 2015-2016

- 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>

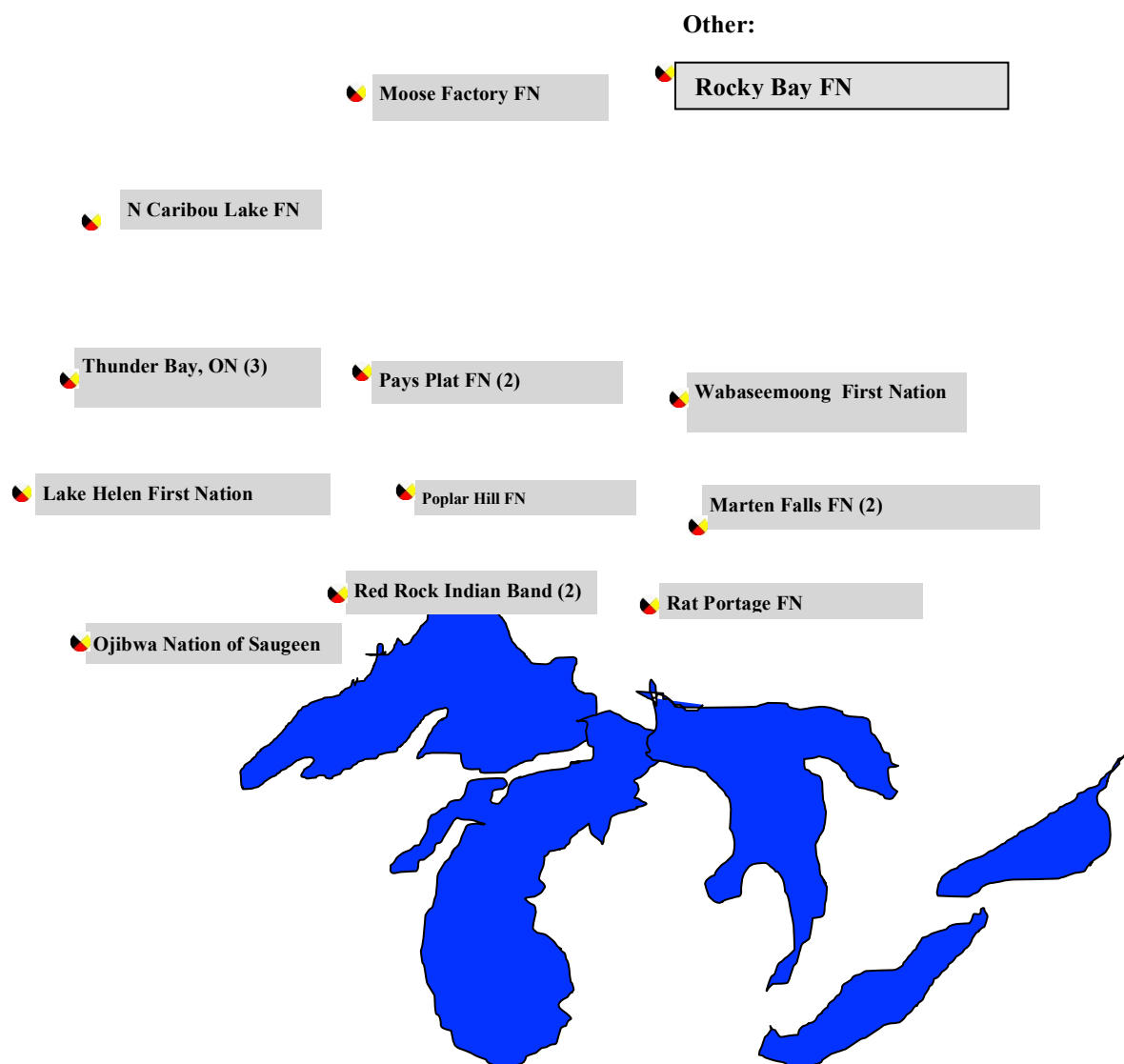
## **V RECRUITMENT & APPLICATION PROCESS**

During the 2015-2016 academic year , NNEP received numerous inquiries from places such as:

Pays Plat, ON ;Nipigon, ON; Moose Factory, ON ; Pic River; Seven Generations Educational Institute; Red Rock Indian Band ; Poplar Hill First Nation; Ojibwa Nation of Saugeen ; Sachigo Lake FN; Moose Cree FN ( Illinois, USA) ; Muskrat Dam FN; Wabaseemoong FN; Rat Portage FN; Marten Falls FN; North Caribou lake FN; and Rocky Bay FN.

**Student Home Communities**

Evaluation of 30<sup>th</sup> Intake – 2015-2016



2015/2016

## VI PART A THIRTIETH INTAKE RESULTS

### (A) STUDENT PROFILES



STUDENT	ACADEMIC	SOCIAL
A – 20 years, female	GED Completed 1 Year at Confederation College	Single with no children. Work experience as an Environmental Assistant, Cashier, and Child Caregiver.
B – 24 years , female	OSSD Attempted 1 year at Confederation College	Single with 1 child. Work experience in Inmet Mine and child care.
C –20 years, female	OSSD	Single with no children. Work experience as a Cashier. Excellence in Combined Academics and Sports Bursary.
D – 19 years, female	OSSD	Single with no children. Work experience as a Cashier and Child Care.
E – 22 years, female	OSSD Aboriginal Advantage Program Nipissing University Aboriginal Enrichment Support Program- Carleton	Single with no children. Work experience as a Ward Clerk, Administrative Assistant
F – 30 years, female	ACE level Chemistry and biology. Completed year 1 of Native Child and Family Services Program- Confederation College	Single Parent with 2 children Work experience as a Community Wellness Worker Assistant, Shelter House Worker, Secretary, Wait Staff.
G – 18years, male	OSSD	Single with no children. Work experience as an Outdoor Recreation Coordinator.
H-18 years, female	OSSD Taking PSW course through Anishinabek Employment and Training in May 2016	Single with no children. Work experience as an Outdoor Recreation Coordinator, and office assistant.
I– 26 years, female	OSSD	Single with no children. Work experience as a telemedicine coordinator, FNNSP Worker with Knet, F. N. Health Director Assistant.

J– 29- years, female	OSSD Bachelor of Arts- Western Arts and Science Diploma- Fanshawe Health Care office assistant- Fanshawe	Single with no children.
K– 18 years, female	OSSD	Single with no children. Work experience as a waitress.
L – 18 years, female	OSSD	Single with no children. Work experience as a Cashier, Supervisor and Customer Service.
M -21 years, female	OSSD Pre Health Confederation College (Uncompleted) College Access- Confederation College. Taking PSW course May 2016 Anishinabek Employment	Single no dependents. Has work experience as Nurses Assistant, Water treatment Workers Aide.
N– 18 years ,female	OSSD	Single with no children. Work experience as a Waitress, Cook , Server and Home Support Worker.
O– -32years, female	OSSD	Married with 8 dependents. Volunteer Experience with a FN Health Authority.
P-25 years, female	OSSD	Married with 1 child.
Q- 22 years		Single -2 children

## (B) STUDENT PROFILE SUMMARY

24 students were accepted to the NNEP for September 2015 and 17 of them enrolled in the thirtieth intake. Some of the information collected in the “Student Profile Summary” is based on voluntary answers.

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

Student	Chemistry		English	Math		Field Experience	Communications	Human Biology	Professional Orientation	Study Skills and Logical Reasoning
	1050	1070		1807	1135					
	1050	1070	1807	1135	1136	N1092	N1110	N1120	N1130	N1150
A	83	29	64	98	77	NE	92	53	8	60
B	61	15.8	50	87	83	NE	84	53	46	68
C	67	28	66	97	87	NE	89	60	41	86
D	58	50	50	71	88	NE	80	54	33	84
E	51	40	29	76	73	NE	71	64	5	52
F	50	25	62	87	79	NE	80	55	48	69
G	57	50	67	96	93	P	88	61	60	90
H	57	45	71	91	82	P	86	56	61	87
I	64	55	70	97	96	P	79	51	66	88
J	83	79	86	91	96	P	87	92	83	100
K	87	84	80	95	91	P	87	83	64	91
L	57	WD	WD	85	WD	NE	77	WD	WD	WD
M	42	NE	78	69	78	NE	86	40	10	70
N	43	NE	50	88	87	NE	82	40	WD	85
O	36	NE	65	69	WD	NE	78	54	26	79
P	WD	WD	WD	WD	WD	NE	WD	WD	WD	WD
Q	WD	WD	WD	WD	WD	NE	WD	WD	WD	WD

### (D) ACADEMIC AVERAGES AND OUTCOMES

A	Completed Year- Marks did not allow
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Evaluation of 30<sup>th</sup> Intake – 2015-2016

		placement
B		Retaking NNEP in 2016/2017
C		Retaking NNEP in 2016/17
D		Completed Year Marks did not allow placement
E		Retaking NNEP in 2016/17
F		Completed Year- Marks did not allow placement
G		Able to Advance to BSCN- but declined
H		Completed Year, Marks did not allow advancement to BSCN
I		To BSCN 4 Year
J		To BScN Compressed Program
K		To BSCN Compressed
L		Withdrew
M		Completed Partial Year
N		Completed Partial Year
O		Completed Partial Year- 2 <sup>nd</sup> attempt
P		Withdrew
Q		Withdrew

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

## (E) SUMMARY OF THIRTEH INTAKE STUDENTS

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

**10 NOT PROMOTED DUE TO ACADEMIC PERFORMANCE**

**3 WITHDREW FOR PERSONAL/MEDICAL REASONS**

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

**0 STUDENTS MUST CLEAR THEIR INCOMPLETE STANDING**

**3 STUDENTS REPEATING THE ENTIRE NNEP**

**0 STUDENTS DEFERRED ENTRY TO NNEP UNTIL 2016**

**TOTAL NUMBER OF STUDENTS ENTERING YEAR ONE 2015-16 B.Sc.N. 4-Promoted and 2 ELIGIBLE FOR THE 3 YEAR COMPRESSED PROGRAM (1Student declines entry to BScN Program even though eligible)**

## 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) 1 hour classes are not long enough.
- 2) I think this program should have program orientated classes, rather than multiple sections packed into 1 class.
- 3) Dr. XXX is an excellent professor. He was helpful in explaining concepts and making extra time for me. XXX is a great tutor. He is a definite asset to this program.
- 4) This is a good class, very challenging but I find there is no point taking this course as you don't have to take it in the BScN program. Even to get accepted into NNEP you need Grade 12 Chemistry so I really don't understand the idea of this course in NNEP.

- 5) I think this Chemistry course should be changed to a different course that revolves around nursing, or have a chemistry course that is actually about nursing.
- 6) This Course required you to learn things too quickly, I was unable to comprehend things before the next things were thrown at you. Had nothing to do with nursing.
- 7) I strongly believe that since Chemistry was taken out of the BScN Program, this course should also be taken out. But have a Chemistry course on your transcript from high school, adult education, to get into the program. More understanding from Dr. XXX.

**Biology:**

- 1) I feel that the labs should have been taught by the same professor.
- 2) Interesting class however, the prof just reads off the slides and tries to explain it better, which helps get a better understanding. Will help for next year.
- 3) XXX should be more interactive and not just read her slides off power points. Also she should show up to class on time more often.
- 4) I would like more interactive teaching instead of just sitting and listening (hard to focus).
- 5) XXX delivered her information exceptionally well, she explains every detail so well.

**English:**

- 1) XXX is an effective teacher. Her class has really helped with my essay writing skills. She has stayed very close to curriculum and her markings are fair.
- 2) Very helpful class. I personally don't like English, but the prof made it enjoyable and is a very good teacher. I learned new writing techniques that I will continue to use.
- 3) I don't think anything needs to be changed about this course. The professor is very helpful and I like the way she teaches.
- 4) I enjoyed English, good teaching and I enjoyed the assignments thoroughly.
- 5) The English class was very interesting and I learned a lot. The style the professor had was very helpful.

**Mathematics:**

- 1) XXX is very good at teaching our math course. He has made it interesting and engaging.
- 2) Excellent Math Teacher. As a student that wasn't proficient in math, I now feel more confident with this subject.
- 3) Easy yet still very rewarding. Although you learned everything in high school, I learned how to do things I haven't before. XXX is a very friendly and excellent prof. You can see the passion he has to teach others.
- 4) I think this course should be more challenging, as it feels like high school work.
- 5) Very fun class, taught well and great teaching format.
- 6) I believe mathematics is mandatory because he explains the expectations of nursing through math ( stats, math, dosing)

**Communication:**

- 1) This class was helpful in developing my verbal communication skills. Most importantly, the simulated lab, communication techniques and reflection paper also helped develop a sense of what nursing is.
- 2) Very useful class, certain things we talked about will help me become a better nurse as I learn how to care for others.
- 3) I enjoyed this course, it gave me an insight to what is required as a nurse in the health care field. I enjoyed this course as well.
- 4) Learned how to communicate properly, enjoyable class.
- 5) This course doesn't need to change anything, but we could have learned a bit more about nursing, not just reading power points all the time.

**Professional Orientation:**

- 1) XXX class was great. He had a great approach to having us learn what nursing was by letting us research different nursing topics. I definitely learned how to do quick and effective research.
- 2) This course also helps to become a better nurse.
- 3) I enjoyed this class, though at times I felt discouraged to go because I felt that I would be too late. I like his professionalism. ? Afternoon class next year?
- 4) A lot to process in a Friday Class.
- 5) Nothing needs to be changed about this class. I like the way he gets everyone to participate.

**Study Skills/Logical Reasoning:**

- 1) This was great at teaching students how to succeed in university. It gave us more practice to present and write papers.
- 2) Very helpful in all aspects.
- 3) Interesting material yet still useful.
- 4) Study Skills was one of my favorite classes because XXX taught us thoroughly what is expected and how we should think, act and work as nurses. It built on our strengths. I recommend this class to be on next years' class list.
- 5) Enjoyed the journals and all the speakers that came to class.
- 6) There could have been more interactive learning. I liked the guest speakers.

**2. SUPPORT SERVICES****1. What type of support did you require?**

1. I required printing and copying services, I took advantage of the chemistry tutor and different study skills workshops.

Evaluation of 30<sup>th</sup> Intake – 2015-2016

2. Chemistry and Biology Tutors.
3. Tutors, Family and Friends, One on One with the Prof.
4. During this program, I had chemistry, biology and math tutoring.
5. I required Chemistry support.
6. I didn't use any of the supports except for the tutors.

## **2. How helpful were these services?**

- 1) Very!
- 2) Very helpful!
- 3) They were very helpful and readily available and they made time for me if I needed more time.
- 4) These services were helpful enough to get me by.
- 5) Very helpful.

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

- 1) More Cultural Workshops.
- 2) More lab time in Biology instead of 1 evening.
- 3) Need a counselor to talk to.

## **4. Other comments?**

- 1) Still very useful.
- 2) Loved the Program.
- 3) I enjoyed and appreciated the check points.

## **3. SELECTION PROCESS**

### **1. How helpful was the interview process?**

- 1) Preparing for the interview helped tremendously because one needs to know why he or she is getting into that field.
- 2) It prepares the student for future interviews. To give the chance to show your commitment and passion for this field of work.
- 3) Very helpful and informative.
- 4) The interview process was very good. The people that interviewed me made me feel comfortable about the process.
- 5) The interview process allowed you to feel more prepared and mature to get into the program.
- 6) I liked the interview process because it was informative and gave you an idea of what the program would be like.



**2. How could we improve the process?**

No comments made.

**3. What should we include in this “orientation”?**

- 1) Don't change it.
- 2) Leave it the way it is.
- 3) This process seemed good to me.
- 4) I don't think anything really needs to be changed about the interview process.

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

- 1) That this program does help you prepare for the life of a University student. You get a feel for what it's really like.
- 2) My spouse said he liked it.

**Miscellaneous**

- 1) Thanks for the school year, I really enjoyed it and it helped me mature ☺
- 2) I enjoyed the program and recommend it to anyone seeking a path to the health field.
- 3) Replace Chemistry with another program that we will actually take in the BScN Program.
- 4) I really enjoyed this program. I would have liked more accessibility to the Board Room.

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

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

- 1) Yes, the field placement experience was a positive one because I learned about Anishnawbe Mushkiki and how they help the Anishnawbe people. Especially mothers and their children. I learned about some of their programs, such as the Prenatal/Postnatal Program, which is a great program for mothers and their children. The field placement experience was a positive one because I liked being there and helping out. It was an honor to work with Anishnawbe Mushkiki, even though my field placement experience was a short one. They have a great team of workers and I am glad I got to meet some of them.
- 2) Yes, this field placement was a positive one because I got to learn about the different types of jobs within the hospital. Also, I learned about what type of nurse I would like to be if I do continue with nursing
- 3) The field placement was a very positive experience. The ability to interact with patients was enjoyable and very satisfying from the fact I was able to make a patient's day brighter and more enjoyable. Just gaining a friendship and understanding with your patient gives you a very positive feeling.
- 4) The field placement experience was a positive one because I was working at nursing station in Minaki, Ontario. Minaki is a small tourist town located 30 minutes north of Kenora. There was a lot of one-to-one time with my preceptor XXX and the receptionist. Over the course of the 2 weeks, I was able to further my understanding of the nursing

process. I also got valuable tips and advice from XXX. Although it was not busy at the clinic, there were a few interesting visits with patients. They also received a lot of time with XXX.

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

- 1) No, the field placement was not negative.
- 2) No, this field placement was not a negative one.
- 3) The field placement was not a negative experience.
- 4) The placement was positive but as a student on OSAP, I was on a tight budget and the placement required me to travel 30 minutes to and from the nursing station. Luckily, I was able to stay with my parents..

**What was the area of greatest learning for you?**

- 1) The area of greatest learning for me was learning my interpersonal skills and therapeutic communication skills. After this experience I am able to utilize these skills more.
- 2) The area of greatest learning for me was learning about different procedures for each patient. For example this one resident has seizures and for her you always need to put her straps on her wheel chair .
- 3) The area of greatest learning for me was interacting with patients who could not speak. This allowed me to create and use skills I was taught in class, to read the signs and actions from the patient and try and help them.
- 4) The greatest area of learning was the practical aspect of nursing, becoming familiar with the tools, equipment, supplies and protocols. I can understand how nursing knowledge- anatomy, physiology, pharmacology, chemistry- all come into play when taking care of patient. I also saw how important the nurse/client relationship was when XXX connected with her patients. It gave me a lot of time to practice my communication skills as well.

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

- 1) I felt I would have liked more hours. Also , I feel that having your own transportation would improve the field placement, because most of the programs were at different locations..

- 2) I don't really have any suggestions and I thought this placement was a very enjoyable experience.
- 3) Make the experience longer.
- 4) I arrived at the clinic before the summer season when the tourists come to Miniki. Apparently, the clinic gets busier but I'm glad that my placement went as it did. I hope other students will have the opportunity to work with a nurse especially at Waasegiizhig Nanaandawe"iyewigamig Health Access Center.

## **PART C PRECEPTOR EVALUATIONS (Field Placements) (3 of 5 responses)**

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) Needs Improvement.
- 2) Good.
- 3) Very Good.

**2. What strength does the student have in communications?**

- 1) Good writing skills and Good listener. Articulates clearly and concise.
- 2) XXX is very calm and an attentive listener.
- 3) XXX is direct and an attentive listener. She works fantastically with the residents.

**3. What areas of communications need improvement?**

- 1) Oral Communication. Needs improvement in therapeutic way of communication.
- 2) XXX is fantastic when working with residents, however he could be a bit louder when speaking to clients.
- 3) I would suggest that XXX be a little more vocal in her interactions with clients.

**4. Additional comments regarding communications.**

- 1) Needs lot of improvement in open- ended questions, persuasive techniques and in general oral interview techniques.
- 2) No Comment.
- 3) No Comment.

**Assertiveness:****Overall Assessment in Assertiveness**

- 1) Good
- 2) Good
- 3) Good

**2. What strengths does the student have in assertiveness?**

- 1) Appears very confident while talking to colleagues, Good team player.
- 2) XXX is honest and direct.
- 3) XXX was honest when asked if she was comfortable running an activity alone on the second day of placement.

**3. What areas of assertiveness need improvement?**

- 1) More assertiveness is needed when it comes to health education for patients.
- 2) XXX could be more confident in his dealings with residents.
- 3) XXX could be a bit more confident in her interactions with residents. I feel that this would come if her placement was a bit longer.

**4. Additional comments regarding assertiveness?**

- 1) No Comment.
- 2) I feel that given more time, XXX would be more confident. Still a pleasure to work with.

Evaluation of 30<sup>th</sup> Intake – 2015-2016

- 3) No Comment.

**Interpersonal Assessment:**

**1. Overall Assessment of Interpersonal Skills**

- 1) Good
- 2) Good
- 3) Very Good

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

- 1) Understands and implements therapeutic and professional relationships / Good team player. Empathetic.
- 2) XXX is flexible and has a very positive attitude.
- 3) XXX is a great listener and has a caring attitude.

**3. What areas of interpersonal skill need improvement?**

- 1) May need to work on emotional intelligence.
- 2) XXX could be a bit more self- confident. He works well with the residents, so I feel that once he got to know them better that would develop.
- 3) I would like to see XXX be a little more confident in her interactions with others.

**4. Additional comments regarding interpersonal skills.**

- 1) Problem identification / fact finding and decision making skills will develop as XXX progresses through her studies.
- 2) No comment .
- 3) I feel that XXX confidence would build as she gets to know the residents more.

**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 demonstrated good cultural knowledge, values and belief system in Poplar Hill Community.
- 2) Unable to assess.
- 3) Unable to assess.

**“Nursing” Experience:**

**What areas of “nursing” did the student experience?**

Evaluation of 30<sup>th</sup> Intake – 2015-2016

- 1) Basic interviewing with patients, monitoring vital signs, time planning with clients, health education.
- 2) Unable to assess.
- 3) Unable to assess.

**Suggestions for Field Placement Improvement:**

- 1) XXX can benefit from working in hospital set-up to improve communication strategies.
- 2) No comment.
- 3) No comment.

## **VII SUMMARY, CONSIDERATIONS AND RECOMMENDATIONS**

This report presents information on students registered in the NNEP from September 2015 to May 2016. 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.

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. Several students questioned the need for this class since Chemistry has been taken out of the BScN curriculum.
- 2) Students enjoyed English and appreciated the professor's style, enthusiasm and devotion to the class. Writing skills have been enhanced.
- 3) The Math instructor was rated as excellent. He is seen as passionate and gave overviews of mathematical dosing for nursing and inspired confidence in his students.
- 4) Students commented that the Biology instructor is very knowledgeable but could be more interactive and involved in the class. One student felt the instructor should have been involved in their labs.
- 5) Students really enjoyed Communications class and several commented the course is designed to aide them to become better nurses.

- 6) Students found the Professional Orientation course very good. Students felt it was a great segue into nursing. One student did not like the 3 hour/week format of the class.
- 7) Students found the Study Skills/Logical Reasoning course to be very valuable for increasing productiveness and building on their strengths. They enjoyed the journaling and guest speakers.
- 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) Tutors, counseling, spiritual support and administrative services were well received and crucial for the student's success.
- 10) Suggestions for future support services included having an onsite counsellor, more cultural workshops and more lab time in Biology.
- 11) The Selection/Orientation process was positively received. Students felt it was representative of what was in store for them during the year and were made comfortable in the process. No comments were made for improvement.

**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 their placement could have lasted longer. Overall, it was a positive experience.

**Preceptor Based:**

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

## APPENDIX A

### Update on Developments Arising from the 2015–2016 - 30th Intake Evaluation Recommendations

\*\* Joy Nieminen's comments are in italics

#### RECOMMENDATIONS:

##### Coordinator Based:

- 1) Some of the students felt that the Chemistry should not be a requirement of the NNEP Program since it has been taken out of the present BScN curriculum.

*This has been identified and brought forward to the NNEP Director. Chemistry is a valuable scientific course which aides students in critical thinking and prepares them for tougher courses such as statistics.*

- 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



Evaluation of 30<sup>th</sup> Intake – 2015-2016

*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, HBScN 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.

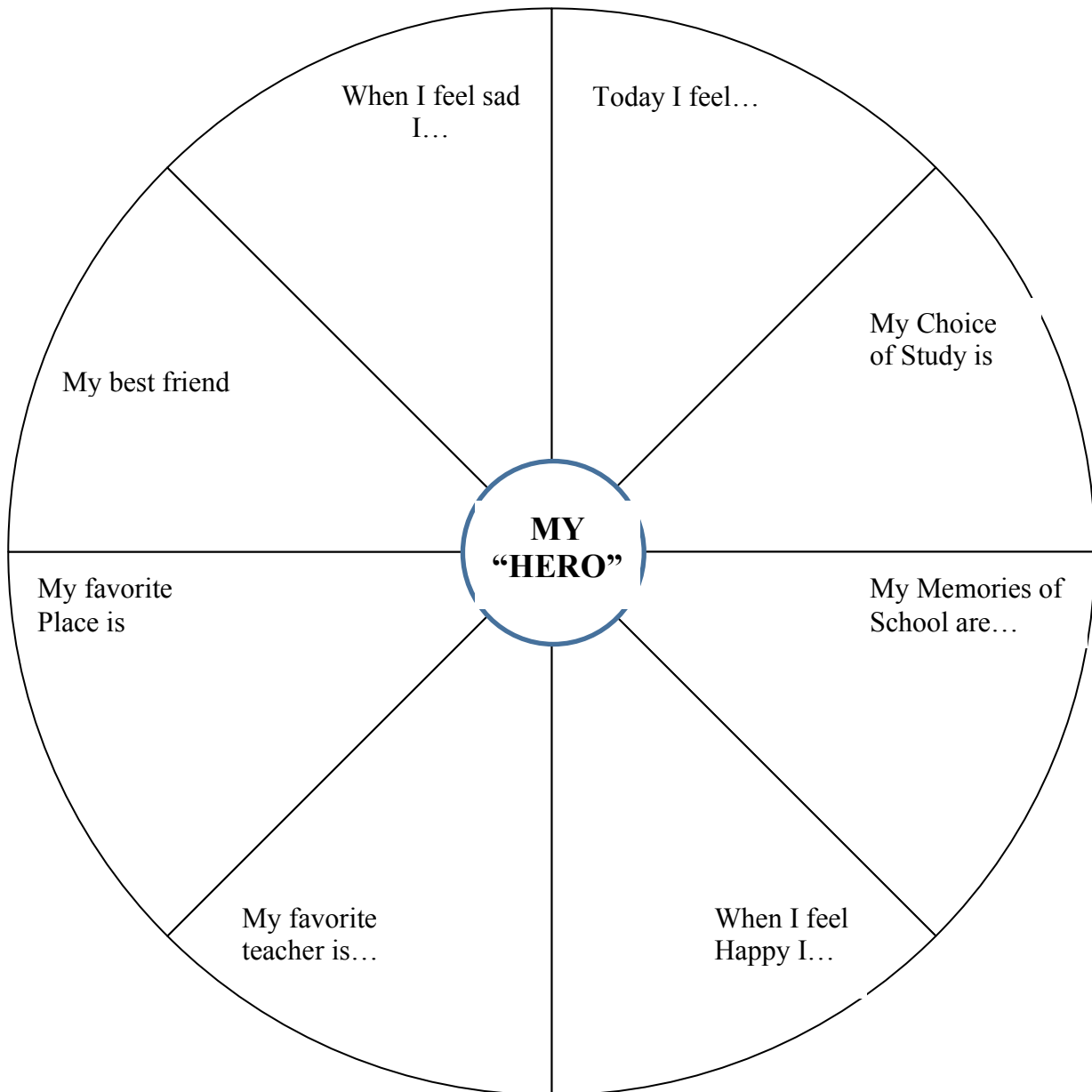
Both students and faculty are concerned about Heather.

- |   |
|---|
| 1. In <b>paragraph</b> form, identify any personal, academic, social, or health issues that Heather may be experiencing.                |
| 2. In <b>paragraph</b> 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**

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**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, 2015 to Friday, May 9, 2016. **(TWO 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)*