QA Program Learning Plan Form

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| Reem Boudali | 110007510 |
| Name | Student Number |
| Year 2 | NURS2522-14 |
| QA Year | Course |
| 5 North WRH Met Campus | |
| Current Practice Setting | |

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| Learning Needs  What learning needs did I identify through Practice Reflection? |  |
| |  | | --- | | In my final assessment for clinical last semester, one area of improvement I identified was my assessment skills.  I also noticed my lack of knowledge on diabetes after our first clinical day, so I would like to do more research on the topic. | | Haven’t done Practice Reflection yet? Use the Practice Reflection worksheet to help you identify your strengths and learning needs. |

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| **Learning Goal #1**  What do I want to learn?  Which practice document does my goal relate to? |  |
| |  | | --- | | By September 29, I will perform a proper head-to-toe assessment of the respiratory, cardiac, and abdominal system as outlined by the University of Windsor’s OSCE document and will document my findings in my clinical worksheet. | | Need help creating a goal? Review the *Developing SMART Learning Goals* guide.  Your learning goal must be based on your current practice setting and one of the College’s practice documents. |

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| **Goal #1 Activities and Timeframes**  How am I going to achieve my goal? |
| |  | | --- | | - I will read the peer-reviewed article “Head-to-toe: Organizing your baseline patient physical assessment (Haugh, 2015)” by September 21  - I will read about head-to-toe assessments in Chapter 32: Health Assessment and Physical Examination of the Canadian Fundamental of Nursing (Potter et al., 2018) by September 23  - On September 25, I will attend a virtual peer-mentor session to solidify my understanding of the assessment process and ask any final questions I may have  - On September 29, I will perform a proper head-to-toe assessment on one of my patients  Haugh K. (2015). Head-to-toe: Organizing your baseline patient physical assessment. *Nursing, 45*(12), 58–61. doi:10.1097/01.NURSE.0000473396.43930.9d  Potter, P., Perry, A., Stockert, P., Hall, A., Astle, B., & Duggleby, W. (2018). Canadian fundamentals of nursing (6th ed.). Toronto: Elsevier Canada. | |

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| **Learning Goal #2**  What do I want to learn?  Which practice document does my goal relate to? |  |
| |  |  | | --- | --- | | |  | | --- | | By November 25, I will be able to explain 10 signs and symptoms of both Type 1 and Type 2 diabetes and 5 specific nursing interventions for patients with diabetes mellitus. | | | Need help creating a goal? Review the *Developing SMART Learning Goals* guide.  Your learning goal must be based on your current practice setting and one of the College’s practice documents. |

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| **Goal #2 Activities and Timeframes**  How am I going to achieve my goal? |
| |  | | --- | | - I will read about diabetes testing on page 619 of the Canadian Fundamental of Nursing (Potter et al., 2018) by October 20  - I will read the peer-reviewed article “Diabetes: a dynamic disease” (The Lancet, 2017) by October 27  - I will read the peer-reviewed article “Self-care management strategies among individuals living with type 2 diabetes mellitus: Nursing interventions” (Hunt, 2013) by November 10  - On November 24, I will give a 5-minute presentation to my peers on my findings  Hunt, C. (2013). Self-care management strategies among individuals living with type 2 diabetes mellitus: Nursing interventions. *Nursing: Research and Reviews, 3*(99). doi:10.2147/NRR.S49406.  Potter, P., Perry, A., Stockert, P., Hall, A., Astle, B., & Duggleby, W. (2018). Canadian fundamentals of nursing (6th ed.). Toronto: Elsevier Canada.  The Lancet (2017). Diabetes: a dynamic disease. *Lancet*, *389*(10085), 2163. doi:10.1016/S0140-6736(17)31537-4 | |

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| **How do my learning goals support my commitment to continuing competency?**  How does my learning relate to the competencies of my practice? |  |
| |  | | --- | | - Allow me to recognize normal and abnormal assessment value  - Build my critical thinking skills by making connections between my findings and what the patient may be experiencing  - Better equipped to care for patients with diabetes – I know what values to expect and what extra precautions I should take  - More confidence/comfort as a Student Nurse  - Educate others on what I have learned | | Continue to maintain and update your Learning Plan throughout the year. |

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| **Evaluation of changes/outcomes to my practice**  What did I learn?  What impact has my Learning Plan had on my practice? |  |
| |  | | --- | | Click here to enter text. | | You can print your Learning Plan for your records. |