QA Program Learning Plan Form

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| Reem Boudali | 110007510 |
| Name | Student Number |
| 4 | NURS4562-5 |
| QA Year | Course |
| Windsor Essex County Health Unit: Infectious Disease Prevention - Communicable Diseases | |
| Current Practice Setting | |

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| Learning Needs  What learning needs did I identify through Practice Reflection? |  |
| |  | | --- | | I want to improve my knowledge on current infectious diseases that have local significance and partake in actions that help reduce their spread. | | 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 midterm, I will demonstrate adequate understanding of Monkeypox by being able to explain its epidemiology, pathophysiology, 3 common symptoms, and treatment. | | 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? |
| |  | | --- | | * By September 14, I will read the Ministry of Health’s Infectious Disease protocols on orthopoxviruses to learn the official criteria for diagnosis, symptoms, and treatment * By September 15, I will read the scholarly article *Monkeypox* to understand the epidemiology and pathophysiology * On September 16, I will share my knowledge with my peers as Team Leader of the virtual conference   Ministry of Health. (2022). Appendix 1: Case definitions and Disease Specific Information. Disease: Smallpox and other orthopoxviruses including monkeypox. *Ontario public health standards: Requirements for programs, services, and accountability.* https://www.health.gov.on.ca/en/pro/programs/publichealth/oph\_standards/docs/smallpox\_chapter.pdf  Moore, M., Rathish, B., & Zahra, F. (2022). Monkeypox. *StatPearls.* https://www.ncbi.nlm.nih.gov/books/NBK574519/ | |

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| **Learning Goal #2**  What do I want to learn?  Which practice document does my goal relate to? |  |
| |  | | --- | | By final, I will independently complete a full vaccine process for a patient including patient intake, health education, obtaining informed consent, vaccine administration, and post-administration monitoring. | | 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? |
| |  | | --- | | * By September 30, I will read the full product monograph for the Imvamune vaccine * By October 7, I will book an appointment with a Peer Mentor to review drawing up medications and administering injections * By November 2, I will administer the vaccine to a patient | |

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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? |  |
| |  | | --- | | * Evidenced-informed practice will improve my care because I will be up to date on current information and understand what previously reported information about the disease is false * Research dissemination to my peers will allow them to know the most vital information as well to be able to apply to their practice as well. It will also help me present information in an easy-to-understand method which is needed to provided effective health teaching * Understanding all aspects of a disease instead of just its symptoms is required to be able to identify/diagnose, treat, and also prevent disease in acute care and community settings | | 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. |