

# COURSE SYLLABUS



COURSE TITLE:	NURS 180: Nurses Promoting Health in Practice
CLASS SECTION:	X01
TERM:	2024F
COURSE CREDITS:	3
DELIVERY METHOD(S):	Synchronous

Camosun College campuses are located on the traditional territories of the Lək'wəḡən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

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## INSTRUCTOR DETAILS

NAME:

EMAIL:

OFFICE:

HOURS:

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

The purpose of this course is application of knowledge, skills and dispositions gained in nursing and service courses. Experiences of the registered nurses' role are provided. Learners will engage in health prevention and promotion activities for individuals across the lifespan. Learners will engage with other professionals and service providers in health, human service, or educational organizations.

PRE/CO-REQUISITE(S): C in BIOL 152, C in NURS 110, C in NURS 132, C in NURS 142, C in NURS 160

## COURSE LEARNING OUTCOMES / OBJECTIVES

Upon successful completion of this course a student will be able to:

- a) describe the various roles, responsibilities, and scope of practice of the registered nurse with other professionals in diverse contexts.
- b) demonstrate professionalism when representing him/herself as a nursing student.
- c) enact principles of quality and safety practice to protect themselves and the public from harm.
- d) promote health and safety for self and the workplace and apply concepts of 'fitness to practice'.
- e) design and implement plans for promoting health and well-being for individuals across the lifespan.
- f) use evidence and nursing knowledge to inform health promotion activities.
- g) participate in environmentally responsible nursing practice.
- h) engage in professional nurse-client relationships and collaboration with individuals and families.
- i) engage in self-appraisal, as an essential aspect of professionalism, in nursing practice settings.
- j) apply cultural awareness and sensitivity in practice settings.
- k) apply the principle of self-determination when relating with Indigenous people in the health care setting.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Astle, B. J., Duggleby, W., Potter, P. A., Stockert, P. A., Griffin Perry, A., & Hall, A. M. (Eds.). (2024). *Canadian fundamentals of nursing* (7th Ed.). Elsevier.

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK & DATE	MODULE	NURSING PRACTICE ACTIVITIES
Week 1 Sept 3-6	Praxis Seminar Module 1: Intro to Nursing Practice	<b>Classroom</b>
Week 2 Sept 9-13	Module 2: Promoting Health and Well-being in Nursing Practice Introduction to the “Hand-washing and Health” health promotion activity	<b>Classroom</b> A mandatory 2-hour session with the BC CDC will be scheduled in this week. Dates, times, and location to be determined.
Week 3 Sept 16-20	Module 3: Professional Nursing Practice, Quality Improvement & Safety	<b>Classroom</b>
Week 4 Sept 23-27	Module 4: Professional Relationships	<b>Classroom</b>
Week 5 Sept 30 – Oct 4		The weekly schedule will be unique for each student group with rotations to complete a nurse interview, a shadow shift or 3 <sup>rd</sup> year student nurse interview, a health promotion activity in a school classroom, and a classroom praxis discussion.
Week 6 Oct 7-11		The weekly schedule will be unique for each student group with rotations to complete a nurse interview, a shadow shift or 3 <sup>rd</sup> year student nurse interview, a health promotion activity in a school classroom, and a classroom praxis discussion.
Week 7 Oct 15-18		The weekly schedule will be unique for each student group with rotations to complete a nurse interview, a shadow shift or 3 <sup>rd</sup> year student nurse interview, a health promotion activity in a school classroom, and a classroom praxis discussion.
Week 8 Oct 21-25	Module 5: Nursing, Health and the Older Adult	Classroom - Preparation for older adult interviews and the independent living experience.
Week 9 Oct 28 - Nov 1		The weekly schedule will be unique for each student group with rotations to complete a nurse interview, a shadow shift or 3 <sup>rd</sup> year student nurse interview, a health promotion activity in a school classroom, and a classroom praxis discussion.

Week 10 Nov 4-8	Independent Living - Orientation	Orientation to the independent living site and interviews with older adults.
Week 11 Nov 12-15	Independent Living	Interactions with older adults.
Week 12 Nov 18-22	Independent Living	Interactions with older adults.
Week 13 Nov 25-29	Independent Living	Independent living site to complete older adult interviews and terminate relationships.
Week 14 Dec 2-6	Practice Appraisal Form completion.	One-to-one meetings between instructor and each student.

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

## EVALUATION OF LEARNING

Students are assessed based on their progress and level of independence according to the intended Learning Outcomes outlined in the N180 class syllabus and course package. The British Columbia College of Nurses and Midwives (BCCNM) Professional Standards will be used as a framework to support the evaluation process for demonstrating success with learning outcomes. Students are formally evaluated by their clinical instructor in a written document at the end of the semester. Students are required to write a self-evaluation of their progress at that time.

Depending on your progress throughout each semester, you may be required to participate in more frequent evaluations. Decisions can be made to include written collaborative reports more frequently if it is deemed necessary by your instructor. A collaborative success plan is completed for those students at risk for failure. These evaluation documents are kept as part of the student's evaluation.

The purpose of the activities and assignments in this course are to develop and strengthen the student's critical thinking skills, explore learning that happens in nursing practice settings, link theory to practice, and learn more about the role of a nurse.

### Nurse Interview

Students will develop an understanding of the diverse roles and responsibilities of nurses by completing an interview with a registered nurse (RN). This learning activity provides an opportunity to increase awareness of the variety of places where nurses work, expand awareness of the responsibilities and qualities needed by nurses working in different areas, and utilize professional interviewing communication techniques. This activity will also provide an opportunity for you to explore the differences between professional and social relationships.

Each student, with a partner, will interview a registered nurse (must be a practicing RN) for approximately one hour. Potential interview questions will be developed by the praxis group. Nurse interviews will be completed between weeks 2-6. Each individual instructor will determine the completion date of the nurse interviews dependent on their small group's schedule and needs.

### Student Nurse Shadow Shift or 3<sup>rd</sup> Year Student Nurse Interview

Students may have the opportunity to explore the role of nurses by spending time observing a second or third year student in the clinical setting. This OBSERVATION ONLY experience will provide students with an opportunity to observe nursing students in their professional role engaging with patients, families, and other members of the health team in the health care setting.

Students will report to nursing units in pairs to meet with the hosting clinical instructor. Each student will then be paired with a second or third year student in the nursing practice setting. The shadow shift experience will occur, depending on your small groups' assigned rotation, later in the term.

If shadow shifts are not possible this term, students will interview a third-year student nurse instead. During the interview, they would discuss how student nurses engage with patients, families, and other members of the health care team.

### “Hand-washing and Health” Group Presentation

Although nurses work in a variety of settings, one common objective is promoting health and wellbeing in individuals and populations. Nurses are involved in many health education initiatives, e.g., the “Hand-washing and Health” program which is a health promotion educational activity to develop hand hygiene practices and provide knowledge regarding the appropriate use of antibiotics for the treatment of bacterial and viral infections. A nurse from the BC Centre for Disease Control will present a mandatory 2-hour information session in week 2 of the semester to provide students with the evidence that supports this health promotion program.

Students working in groups of 3-5 students will have an opportunity to teach the “Hand-washing and Health” program to grade 2 students by preparing and presenting a one-hour classroom presentation. This activity is a great example of intersectoral collaboration wherein nurses collaborate with professionals (in this case a teacher) within a sector outside health care (an elementary school) to provide health education.

Students will develop a group team charter before collaborating on the development of a teaching plan based on the Antibiotic Wise “Hand-washing and Health” resources. Each group will engage in intersectoral collaboration by emailing the classroom teacher to assess the children’s learning needs and obtain classroom information. Groups will apply teaching-learning theory (from Nursing 110) to support the development of their lesson plans.

The “Hand-washing and Health” presentation for the grade 2 class will occur mid-semester depending on the practice group’s schedule.

### Independent Living and the Older Adult Interview Experience

During weeks 10-13, students apply their learning and evolving interview skills in the context of independent living settings and interactions with older adults. Students are under direct supervision of a nurse educator at all times when visiting the independent living facility. Through this nursing practice experience, nursing students will explore healthy aging in the community context. Topics related to healthy aging, the social determinants of health, residents’ rights, and health indicators may also be explored.

Students will be paired with an older adult to engage in building a professional relationship by applying their interview skills. As part of being in a professional relationship, nursing students will learn the importance of initiating, maintaining, and terminating relationships with older adults.

### Two Critical Reflections (CR)

For more information on the goal of critical reflection activities, please review your course notes from Nursing 160 and course readings related to reflective nursing practice. Resources are posted on D2L – Nursing 180 – Content – Student Resources – Critical Reflections to support the completion of these written reflections.

1. **“Hand-washing and Health” - Health Promotion Activity**

The first reflection explores your learning and understanding of health promotion within the nursing profession based on your “Handwashing and Health” teaching experience.

**Due date:** Instructor to determine due date; dependent on the group’s schedule.

2. **Independent Living and the Older Adult Interview Experience**

The second reflection examines your learning and understanding of being in a therapeutic relationship within the nursing profession based on your interactions with an older adult in the community.

**Due date:** Instructor to determine due date; dependent on the group’s schedule.

### Final Evaluation and Completion of Electronic Practice Appraisal Form (ePAF)

At the end of the semester, students complete a self-evaluation reflection to review and assess their clinical practice and learning based on the N180 learning outcomes, praxis sessions, and the completion of the learning activities described above. Your instructor will also provide feedback and a written evaluation in the

form of the ePAF, as well as completing a 1:1 meeting in the final week of the term. Resources to support the completion of the ePAF are located on D2L – N180 – Content – Student Resources – ePAF.

**Due date:** End of Week 13

NURSING 180 IS GRADED AS A PASS/FAIL COURSE (COMPLETE: COM / NOT COMPLETE: NC).

In order to meet the Nursing 180 course requirements, it is expected that students will complete the nurse interview, the shadow shift, the “Handwashing and Health” group presentation, and the older adult interviews. Additionally, students will complete all written assignments at a satisfactory level by the last day of classes. If, for extenuating circumstances, an individual student is unable to meet any of the above expectations and requirements, accommodations will be assessed on a case-by-case basis.

Collaborative student/teacher evaluation will occur during the final week of the course or during the exam period. Students will prepare by completing a self-evaluation reflection based on the British Columbia College of Nurses and Midwives Standards of Practice using an electronic Practice Appraisal Form (ePAF).

If you have a concern about a grade you have received for an evaluation, please see your instructor as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

This course is graded by the [Competency-Based Grading System](#)

## COURSE GUIDELINES & EXPECTATIONS

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**Practice experiences within the curriculum are a vital part of learning.** Attendance is required in all practice courses. During Semesters One to Five, students who miss more than 10% of a practice experience may be required to repeat the practice course, and/or complete additional course work such as but not limited to Simulation experiences or case studies.

### PSYCHOMOTOR SKILLS

To honour British Columbia College of Nurses and Midwives (BCCNM) professional standards, the Health Professions Act, and our legal affiliation agreements with health authorities, students cannot practice skills and assessments in clinical areas if they have not acquired the requisite theoretical knowledge and demonstrated the skills and assessments in Nursing 142 (Foundational Nursing Skills and Assessment) course.

### CLINICAL PORTFOLIO

You are required to maintain and keep updated a clinical portfolio which contains copies of your clinical evaluations, and all required clinical documents, such as but not limited to: CPR, Criminal Record Check, mask fit testing, etc.

### ADVERSE AND “NEAR-MISS” EVENTS REPORTING

Errors can occur when practicing in the clinical setting. Errors can be complex in origin and are often rooted in systems failures or are multifactorial. Learners who make errors are required to complete a Patient Safety Learning System (PSLS) report at the hospital and an Adverse Event Report for the college. “Near-miss” adverse events should also be recorded. These reports are not punitive in nature, but rather serve to help researchers understand the trends and causes of errors, and then to take steps to improve working and learning conditions to avoid future errors. Reporting adverse events is an essential professional responsibility and is a crucial element in improving patient safety and quality improvement.

## SCHOOL OR DEPARTMENTAL INFORMATION

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Students are required to read and are accountable for following College policies and practicum guidelines as described in the BSN and HHS Student Handbooks.

[BSN Student Handbook](#)

[HHS Student Handbook](#)

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit [camosun.ca/services](https://camosun.ca/services).

Support Service	Website
Academic Advising	<a href="https://camosun.ca/services/academic-supports/academic-advising">camosun.ca/services/academic-supports/academic-advising</a>
Accessible Learning	<a href="https://camosun.ca/services/academic-supports/accessible-learning">camosun.ca/services/academic-supports/accessible-learning</a>
Counselling	<a href="https://camosun.ca/services/health-and-wellness/counselling-centre">camosun.ca/services/health-and-wellness/counselling-centre</a>
Career Services	<a href="https://camosun.ca/services/co-operative-education-and-career-services">camosun.ca/services/co-operative-education-and-career-services</a>
Financial Aid and Awards	<a href="https://camosun.ca/registration-records/financial-aid-awards">camosun.ca/registration-records/financial-aid-awards</a>
Help Centres (Math/English/Science)	<a href="https://camosun.ca/services/academic-supports/help-centres">camosun.ca/services/academic-supports/help-centres</a>
Indigenous Student Support	<a href="https://camosun.ca/programs-courses/iecc/indigenous-student-services">camosun.ca/programs-courses/iecc/indigenous-student-services</a>
International Student Support	<a href="https://camosun.ca/international">camosun.ca/international</a>
Learning Skills	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>
Library	<a href="https://camosun.ca/services/library">camosun.ca/services/library</a>
Office of Student Support	<a href="https://camosun.ca/services/office-student-support">camosun.ca/services/office-student-support</a>
Ombudsperson	<a href="https://camosun.ca/services/ombudsperson">camosun.ca/services/ombudsperson</a>
Registration	<a href="https://camosun.ca/registration-records/registration">camosun.ca/registration-records/registration</a>
Technology Support	<a href="https://camosun.ca/services/its">camosun.ca/services/its</a>
Writing Centre	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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### Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc.). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<https://camosun.ca/services/academic-supports/accessible-learning>

### Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit

<https://camosun.ca/registration-records/tuition-fees#deadlines>.

### Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <https://camosun.ca/sites/default/files/2021-07/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them

understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and [camosun.ca/services/sexual-violence-support-and-education](https://camosun.ca/services/sexual-violence-support-and-education). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-370-3841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

### Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

**Changes to this Syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.