



Course Syllabus

Course title: Consolidated Practice Experience 1

Class section: NURS - 190 - BX01

Term: 2025S

Course credits: 6

Total hours: 144

Delivery method: Blended

Territorial acknowledgment

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Lək'wəŋən (Songhees and Kosapsum) and W̱SÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

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Course description

Course Description:

Learners will integrate, consolidate, and generate expand knowledge, skills, and dispositions in the nursing practice setting. Nursing practice opportunities will be focused on stable clients in diverse settings. Learners will apply principles of quality and safety, and an ethical, holistic nursing practice based on a disciplinary knowledge-base. Learners will be introduced to health informatics in the clinical setting.

Prerequisites:

All of:

- C in BIOL 153
- C in NURS 111
- C in NURS 133
- C in NURS 143
- COM in NURS 181

Learning outcomes

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

1. Explain the role of the registered nurse and the roles of others in the interprofessional team
2. Demonstrate professionalism, initiative, and self-awareness, across practice settings and contexts
3. Demonstrate accountability and accept responsibility for conduct as a student nurse
4. Demonstrate honesty, integrity, and respect in all professional interactions
5. Integrate, consolidate, and expand on learning from semesters one and two
6. Apply knowledge base from nursing and relevant disciplines in the health care setting
7. Demonstrate cultural awareness and sensitivity, to promote culturally safe health care
8. Apply the principle of self-determination when caring for Indigenous people in the health care setting
9. Identify, report, and take action on unsafe practice and actual and potential workplace safety risks to clients or staff
10. Establish and maintain a caring environment and therapeutic professional relationship for the promotion of health and wellbeing
11. Recognize situations of an ethical nature and draws on the CNA Code of Ethics in decision making
12. Demonstrate environmentally responsible practice
13. Implement assessment skills, tools, and technologies to inform planning and decision making in the nursing practice setting
14. Articulate the importance of standardized nursing data to reflect nursing practice, to advance nursing knowledge, and to contribute to the value and understanding of nursing
15. Critically evaluates data and evidence from a variety of sources to inform the delivery of nursing care
16. Perform safe medication administration for a variety of routes
17. Develop and implement learning plans to meet identified learning needs for clients and groups
18. Provide compassionate care to clients and families, respecting dignity and individual preferences
19. Solicit and integrate input of individuals, families, and other professionals from the health care team to inform resident care
20. Demonstrate respectful and effective communication with others to improve collaboration, relationships, and quality of care within an interprofessional setting
21. Report and document client care in a clear, concise, accurate, and timely manner

22. Display initiative, a beginning confidence and self-awareness in collaborative interactions within the health care team
23. Recognize the role of registered nurses in achieving health outcomes in nursing practice settings

Course materials

Required Materials and References

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

Cobbett, S. L., Perry, A. G., Potter, P. A., Ostendorf, W. R., & Laplante, N. (2025). Perry and Potter's Canadian clinical nursing skills & techniques (2nd ed.). Elsevier.

Kunyk, D., Peternelj-Taylor, C., Austin, W., & Boyd, M. A. (2023). Psychiatric & mental health nursing for Canadian practice (5th ed.). Wolters Kluwer.

Recommended Materials/Resources:

British Columbia College of Nurses and Midwives. (2025). Medication. Practice standard for registered nurses. <https://www.bccnm.ca/RN/PracticeStandards/Pages/medication.aspx>

British Columbia College of Nurses and Midwives. (2025). Understanding the medication practice standard. <https://www.bccnm.ca/RN/learning/Pages/modules.aspx>

- Mini Modules: https://www.bccnm.ca/learning_modules2/medication_intro/index.html#/

Vallerand, A. H., & Sanoski, C. A. (2025). Davis's Canadian drug guide for nurses (19th ed.). F.A. Davis Company. [or drug guide of choice]

Required Online Modules:

All students are required to complete the following modules prior to entering the practice setting and participating in clinical activities outside of Camosun College:

1. Student Practice Education Core Ordination (SPECO) modules
2. Island Health Student Practice Curriculum modules
3. Dementia Care: Fundamental Knowledge, Skills and Competencies for Providing Person Centered Care
4. Seven Generations

If asked, please provide a summary of the completed mandatory modules to your instructor (if not completed in Nursing 181).

Course schedule

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.

NURSING 190 Nursing Practice/Praxis: 24 hours/week for 6 weeks

Each week there will be a combination of nursing practice, praxis seminar, and simulation hours for a total of 24 hours per week. There will be approximately one to two hours of praxis per week. This may vary from week to week to assist students in meeting the learning outcomes. Praxis may occur in the clinical setting, at the college, or asynchronously. Additionally, students are required to participate in client simulations which will occur during your regularly scheduled practice hours.

Individual clinical group schedules will be shared by your instructor. Your days of the week will be outlined in an email from the program leader

Assessment and evaluation

Competency based grading system

COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

Course guidelines and expectations

Praxis/Post Conference

Overview

Praxis seminars are held with your nursing practice group and provide opportunities to discuss experiences, integrate theoretical concepts, pose critical questions, and consider future nursing actions.

A number of strategies may be utilized to foster praxis:

- Choose an article from the literature and discuss in relation to nursing practice
- Utilize structured storytelling, questioning, and reflecting
- Identify a philosophical perspective to discuss and reflect upon
- Identify and discuss application of the learning outcomes and BCCNM Professional Standards, RN Scope of Practice, or Practice Standards
- Participate in patient simulation
- Present case studies
- Use reflective journaling

Class Guidelines and Expectations

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

Learners will not be allowed to perform skills in the clinical setting unless they have first satisfactorily demonstrated the skill in the lab setting.

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 should report the error immediately and seek instructor guidance to ensure client safety, complete appropriate documentation. “Near-miss” adverse events should also be identified and 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.

Patient Confidentiality

You are not allowed to access a patient's chart/PowerChart unless you are currently caring for that patient.

You are not allowed to print off any part of a patient's chart

You are not allowed to save any part of a patient's chart on any device

You are not allowed to take any pictures on the property of any clinical location.

Camosun College Nursing Department Guidelines for Appropriate Use of Personal Mobile Devices

There is a guideline for the appropriate use of personal mobile devices within nursing practice environments. It is the student's responsibility to become familiar with the content of this policy. For more information, please refer to the Nursing (BSN) Program Handbook: Professionalism and Mobile Devices

School or Department Information

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

Additional information

The Practice Appraisal Form (ePAF)

The Practice Appraisal Guide outlines the learning outcomes for N190 in the context of the BCCNM Professional Standards. These standards are:

1. Professional Responsibility and Accountability
2. Knowledge Based Practice
3. Client-focused Provision of Service
4. Ethical Practice

The BCCNM Professional Standards remain the same throughout your four year program. The Learning Outcomes reflect your nursing practice in relationship to your course work in CPE 1. Your midterm and final evaluations are based on the learning outcomes unique to each practice course.

As you progress through your nursing practice courses there is ongoing evaluation. Evidence of your progress is assessed through written reflections, nursing practice experiences, discussions with your instructors, peers, and practice colleagues. Students are expected to critically reflect on your practice and to identify your learning needs, goals, and strategies. Your ability to critically reflect on your practice is part of the evaluation process. In addition, your instructor evaluates your abilities in nursing practice. This takes the form of verbal and written feedback at least twice a term. Finally, you or your instructor might find it helpful to include peer evaluation.

Depending on your progress throughout the semester you may be required to participate in more frequent evaluations. Decisions can be made to include written evaluative reports more frequently if it is deemed necessary by yourself or your instructor.

Your electronic Practice Appraisal forms are saved to a secure electronic file and kept in your student record for the duration of your program.

Students may access the Professional Standards online at
<https://www.bccnm.ca/RN/ProfessionalStandards/Pages/Default.aspx>

Naming conventions for the electronic practice appraisal form (ePAF) are as follows:

Last name first initial student number N190 midterm or final (no commas, periods or C before student number)

i.e.

Nightingale F 0122555 N190 midterm

Nightingale F 0122555 N190 final

BCCNM Standards of Practice for Nursing 190

Standard 1: Professional Responsibility and Accountability

Maintains standards of nursing practice and professional conduct determined by BCCNM.

Learning Outcomes Associated with Standard 1:

1. Explain the role of the registered nurse and the roles of others in the interprofessional team
2. Demonstrate professionalism, initiative, and self-awareness, across practice settings and contexts.

3. Demonstrate accountability and accept responsibility for conduct as a student nurse.

21. Report and document client care in a clear, concise, accurate, and timely manner.

23. Recognize the role of registered nurses in achieving health outcomes in nursing practice settings.

Standard 2: Knowledge-based Practice

Consistently applies knowledge, skills and judgment in nursing practice.

Learning Outcomes Associated with Standard 2:

5. Integrate, consolidate, and expand on learning from semesters one and two.

6. Apply knowledge base from nursing and relevant disciplines in the health care setting.

13. Implement assessment skills, tools, and technologies to inform planning and decision making in the nursing practice setting.

14. Articulate the importance of standardized nursing data to reflect nursing practice, to advance nursing knowledge, and to contribute to the value and understanding of nursing.

15. Critically evaluates data and evidence from a variety of sources to inform the delivery of nursing care.

16. Perform safe medication administration for a variety of routes.

17. Develop and implement learning plans to meet identified learning needs for clients and groups.

Standard 3: Client-focused Provision of Service

Provides nursing services and works with others to provide health care services in the best interest of clients.

Learning Outcomes Associated with Standard 3:

18. Provide compassionate care to clients and families, respecting dignity and individual preferences.

19. Solicit and integrate input of individuals, families, and other professionals from the health care team to inform resident care.

20. Demonstrate respectful and effective communication with others to improve collaboration, relationships, and quality of care within an interprofessional setting.

22. Display initiative, a beginning confidence and self-awareness in collaborative interactions within the health care team.

Standard 4: Ethical Practice

Understands, upholds and promotes the ethical standards of the nursing profession.

Learning Outcomes Associated with Standard 4:

4. Demonstrate honesty, integrity, and respect in all professional interactions.

7. Demonstrate cultural awareness and sensitivity, to promote culturally safe health care.

8. Apply the principle of self-determination when caring for Indigenous people in the health care setting. (Note: this does not require working directly with an Indigenous person)
9. Identify, report, and take action on unsafe practice and actual and potential workplace safety risks to clients or staff.
10. Establish and maintain a caring environment and therapeutic professional relationship for the promotion of health and wellbeing.
11. Recognize situations of an ethical nature and draws on the CNA Code of Ethics in decision making.
12. Demonstrate environmentally responsible practice.

Resident Research Framework

1. Resident's Experience with a Chronic Health Challenge

This involves a conversation with the resident to explore experiences with health and healing. For example, by encouraging the resident to discuss their feelings about being in complex care, the nurse will be able to determine the impact that this experience is having upon family and personal life. Physical and emotional concerns can be discussed and assessments made. The resident's hopes and strengths can be validated. This provides the nurse with an understanding of the 'lived experience' of the resident. Write this briefly in narrative form. You can refer to it as you conduct ongoing research and care and can add further perspectives as they arise.

2. Family's Experience with Health Challenges and Complex Care

Include family assessment in your resident assessment. Who do they consider their family? Who is their next of kin? What cultural or ethnic beliefs influence the client and their family? Who will be there to support the resident during hospitalization and discharge? What is their experience and response to the residents' health challenge(s) and interactions with the health care system? Identify possible community supports for the resident and family.

3. Chart Research

The client's personal narrative can then be compared with and validated by the information from the chart. The use of a tool to organize data is helpful. A variety of data collection tools are available. The following information is of value in gaining a comprehensive view of the client:

- a. Reason for complex care or institutionalization: This can include medical diagnoses, nursing concerns and any demographic data concerning living situation, supports, strengths or deficits that will influence the client situation and care. Work with your teacher to determine where this data is found in the chart.
- b. Related lab work and diagnostics: Determine which lab results and diagnostic tests have significance to client condition. What are the results and how do these compare to the norms? Consider the implications for client conditions and determine the related nursing responsibilities.
- c. Medications: Review the medications prescribed for the client. Why is the client on each medication and how does the drug impact the client's health challenge(s)? Consider the drug classifications and determine the essential nursing assessments based upon the therapeutic effects, side effects, drug interactions and related lab tests. Ensure medication dosages are safe. Determine your role in administering these medications and assessing the effects and be prepared to discuss this with your instructor. What client teaching is important to consider and how might this information be taught?
- d. Healing interventions: What nursing interventions have been planned for this client? What is your responsibility regarding treatments, procedures and client's needs for support and teaching concerning the various treatment modalities? What other health care team members are involved in the client's treatment, including traditional and non-traditional treatment modalities.
- e. Assessment: Think about what you have learned since Semester 1 and 2 as to different ways of knowing about people. Review the activities that you have done that involve 'assessment'. What assessment tools have you developed to gather client data? Review assessment tools with your group. Discuss how to incorporate them into client assessment in your practice setting.

1. Resident Assessment: Consider the following questions:

1. What do you need to know in order to work with this client? (nursing and medical knowledge, current research, assessment or data collection tools)

2. What do you need to be able to do in order to work with this client? (psychomotor skills, teaching skills, relational skills)
3. How do you need to be in order to promote health and healing with this client? (health promotion, relational skills and caring)
4. What other disciplinary knowledge do you need in order to work with this client? (pharmacology, psycho/social, cultural, spiritual)
5. What approach will you take to perform a physical assessment of this client and how will you integrate these findings into your focus of care?

2. Student Reflection On Experience

The following ideas may enhance your journal writing.

- Explore your experience with your resident in your new practice area.
- What was similar and/or different than previous practice experiences?
- What are you gaining competence with?
- What would you like to work on?
- What sorts of gaps in information or misunderstandings might occur if nurses failed to use a systematic way of thinking about each individual client in their care?
- Utilize your N111 knowledge, what is best practice? what evidence supports the nursing care?

School or departmental information

Students are required to read and are accountable for following College policies and practicum guidelines as described in the BSN and HHS Student Handbooks, including but not limited to use of personal mobile devices, infection control, confidentiality, and professionalism.

BSN Student Handbook and HHS Student Handbook

College policies and student responsibilities

The college expects students to be responsible, respectful members of the college community. Responsible students meet expectations about attendance, assignments, deadlines, and appointments. They become familiar with academic policies and regulations, and their rights and responsibilities.

College policies are available online at the [Policies and Directives](#) page. Academic regulations are detailed on the [Academic Policies and Procedures for Students](#) page.

Policies all students should be familiar with include the [Academic Integrity Policy](#). This policy expects students to be honest and ethical in all aspects of their studies. It defines plagiarism, cheating, and other forms of academic dishonesty. Infractions of this policy can result in loss of marks or a failing grade. To learn more about plagiarism and cheating, including the use of artificial intelligence, review the [Academic Integrity Guide](#).

The [Academic Accommodations for Students with Disabilities Policy](#) defines how Camosun provides appropriate and reasonable academic accommodations. The Centre for Accessible Learning (CAL) coordinates academic accommodations. Students requiring academic accommodations should request and arrange accommodations through CAL. Contact CAL at least one month before classes start to ensure accommodations can be put in place in time. Accommodations for quizzes, tests, and exams must follow CAL's booking procedures and deadlines. More information is available on the [CAL website](#).

Students must meet the grading and promotion standards to progress academically. More information is available in the [Grading Policy](#).

The college uses two grading systems. A course will either use the standard letter grade system (A+ to F) or a competency-based approach with grades of complete, completed with distinction or not completed. Visit the [Grades/GPA page](#) for more information.

Students must meet the college's academic progress standards to continue their studies. A student is not meeting the standards of progress when a GPA falls below 2.0. The college offers academic supports for students at risk of not progressing. The [Academic Progress Policy](#) provides more details.

If you have a concern about a grade, contact your instructor as soon as possible. The process to request a review of grades is outlined in the [Grade Review and Appeals Policy](#).

The [Course Withdrawals Policy](#) outlines the college's requirements for withdrawing from a course. Consult the [current schedule](#) of deadlines for fees, course drop dates, and tuition refunds.

If students experience a serious health or personal issue, they may be eligible for a [medical or compassionate withdrawal](#). The [Medical/Compassionate Withdrawal Request Form](#) outlines what is required.

The [Acceptable Technology Use](#) policy ensures the use of the college network and computers contribute to a safe learning environment. This policy also applies to the use of personal devices with the college network.

Students experiencing sexual violence can get support from the Office of Student Support. This Office of Student support is a safe and private place to discuss supports and options. More information is

available on the [sexual violence support and education site](#). Students can email oss@camosun.ca or phone 250-370-3046 or 250-370-3841.

The [Student Misconduct Policy](#) outlines the college's expectations of conduct. Students should behave to contribute to a positive, supportive, and safe learning environment.

The [Ombudsperson](#) provides an impartial, independent service to help students understand college policies.

Services for students

Successful students seek help and access college services. These services are recommended to make the most of your time at college.

Services for Academic Success

- [Career Lab](#): Connects students with work-integrated learning experiences, including co-op placements and career fairs.
- [English, Math, and Science Help Centres](#): Get one-on-one help with homework.
- [Library](#): Get help with research, borrow materials, and access e-journals and e-books. Libraries at both campuses provide computers, individual and group study spaces.
- [Makerspace](#): A place to innovate, collaborate, and learn new skills and technology in a fun, dynamic, inclusive environment.
- [Writing Centre & Learning Skills](#): Get assistance with academic writing or meet with a learning skills specialist for help with time management, preparing for exams, and study skills.

Enrolment, Registration, and Records

- [Academic Advising](#): Talk to an academic advisor for help with program planning.
- [Financial Aid and Awards](#): Learn about student loans, bursaries, awards, and scholarships.
- [Registration](#): Get information about Camosun systems, including myCamosun, and college policies and procedures.
- [Student Records](#): Get verification of enrolment to access funding, request a transcript, or credential.

Wellness and Cultural Supports

- [Counselling](#): It's normal to feel overwhelmed or unsure of how to deal with life's challenges. The college's team of professional counsellors are available to support you to stay healthy. Counselling is free and available on both campuses. If you need urgent support after-hours, contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

- [Centre for Indigenous Education and Community Connections](#): Provides cultural and academic supports for Indigenous students.
- [Camosun International](#): Provides cultural and academic supports for international students.
- [Fitness and Recreation](#): Free fitness centres are located at both campuses.

For a complete list of college services, see the [Student Services](#) page.

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 the course content or schedule. When changes are necessary the instructor will give clear and timely notice.