



**CAMOSUN COLLEGE**  
**School**  
**Department**

**Nursing 281 Winter**

**Nursing Practice IV**

**COURSE OUTLINE**

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**The calendar description is available on the web @** \_\_\_\_\_  
<http://camosun.ca/learn/programs/nursing/what-youll-learn/year-2.html>

This course provides opportunities for students to develop health-promoting, caring relationships with individuals and families experiencing common chronic and episodic health challenges. Nursing practice experiences may take place in the home, community, agencies or care facilities. Concepts and learning from all the semester's courses are integrated into learner's nursing practice.

Ω *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

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**1. Instructor Information**

<b>(a) Instructor</b>	Aileen Wood Meszaros
<b>(b) Office hours</b>	March and April 2017: Mon 1330-1430, Fri 1330-1600 or with appointment
<b>(c) Location</b>	F106F
<b>(d) Phone</b>	250 370 3130 <b>Alternative:</b> _____
<b>(e) E-mail</b>	WoodMeszarosA@camosun.bc.ca
<b>(f) Website</b>	_____

**2. Intended Learning Outcomes**

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

- a) demonstrate a beginning ability to analyze and critique relationships with individuals and families from a caring health-promoting perspective.
- b) demonstrate a beginning ability to be present with and provide comfort to those who are suffering.
- c) integrate and apply theoretical knowledge to assessment and provision of nursing care. safely practice relational, organizational, decision-making, inquiry and psychomotor nursing skills

### 3. Required Materials

Lilley, L., Harrington, S., & Snyder, J. (2017). *Pharmacology for Canadian Health Care Practice* (3<sup>rd</sup> Cdn ed). Toronto: Elsevier.

Austin, W. & Boyd, M. A. (2014). *Psychiatric & mental health nursing for Canadian practice* (3<sup>rd</sup> ed). Philadelphia: Lippincott, Williams, & Wilkins.

Paul, P., Day, R. A., S. C., & Williams. (2016). *Brunner & Suddarth's Canadian textbook of medical-surgical nursing* (3<sup>rd</sup> cdn ed). Philadelphia: Lippincott, Williams, & Wilkins.

Jarvis, C. (2014). *Physical examination and health assessment*, (2<sup>nd</sup> Cdn ed). Toronto: Elsevier.

Kozier, B., Erb, G., Berman, A., Snyder, S.J., Buck, M., Yiu, L., & Stamler, L.L. (2014). *Fundamentals of Canadian Nursing: Concepts, Process and Practice* (3<sup>rd</sup> Canadian ed). Toronto: Pearson.

Pillitteri, A (2014) *Maternal & Child Health Nursing Care of the Childbearing & Childrearing Family* (7<sup>th</sup> ed). Philadelphia: Lippincott, Williams and Wilkins.

Pickar, G.A., Pickar Abernethy, A., Swart, B.F., Graham, H., & Swedish, M. (2014). *Dosage calculations* (3rd Cdn ed). Toronto: Nelson Education Ltd.

Perry, A.G., Potter, P.A. & Ostendorf, W.R. (2014). *Clinical Nursing Skills and Techniques* (8<sup>th</sup> ed). St.Louis:Elsevier.

#### Recommended Reference Materials

Deglin, J., & Vallerand, A. (2013). *Davis's drug guide for nurses* (13<sup>th</sup> ed). Philadelphia: F.A. Davis Company.

Pagana, K.D., & Pagana, T.J. (2013). *Mosby's Canadian Manual of diagnostic and laboratory tests* (1<sup>st</sup> Canadian Edition) Toronto: Elsevier.

### 4. Course Content and Schedule

Each week there will be a combination of nursing practice and praxis seminar hours for a total of 12 hours per week. There will be a minimum of one hour of praxis per week (11 hours nursing practice and 1 hour praxis) to a maximum of two hours of praxis per week (10 hours nursing practice and 2 hours of praxis). This may vary from week to week to assist students in meeting the learning outcomes. Praxis may occur in the clinical setting or at the college or be a combination of both. You will be required to do a patient simulation lab(s) during the 14 weeks. This may or may not occur during your regularly scheduled practice hours.

## 5. Basis of Student Assessment (Weighting)

### Critical Reflections - Developing Clinical Reasoning Skills

Reflective journaling is one of the best methods to improve clinical reasoning and critical thinking skills. However, in order to be transformative tools, reflective journals should contain essential elements. Please review readings on critical reflections and refer to your Fundamentals of Nursing textbook to clarify reflective practice elements and structure. During this clinical practice course learners will be required to submit a minimum of ten reflective journals.

Kozier, B. & Erb, G. (2014). Values, ethics, & advocacy. Chapter 5. In *Fundamentals of Canadian nursing: Concepts, process, and practice*. (3<sup>rd</sup> Cdn. Ed.). (p. 87). Toronto: Pearson.

### Using the Nursing Process and Nursing Diagnoses

The nursing process, including nursing diagnoses, is an additional tool used by nurses to develop clinical reasoning skills. Furthermore, the NCLEX exam relies heavily on the nursing process and nursing diagnoses. During this clinical practice experience learners will be encouraged to use the nursing process and submit their nursing priorities in a nursing diagnoses format. Please review your Fundamentals of Nursing textbook to clarify use of the nursing process and nursing diagnoses.

Kozier, B. & Erb, G. (2014). The nursing process. Chapter 23. In *Fundamentals of Canadian nursing: Concepts, process, and practice*. (3<sup>rd</sup> Cdn. Ed.). (pp. 455-458, 472-480). Toronto: Pearson.

### Data Collection and Time Management Tools

Learners will be required to use their own data collection and time management tools. Under guidance from the clinical practice instructor these tools may need to be adapted throughout the clinical practice experience. Please come to the first clinical practice day with a data collection tool and time management tool for your clinical practice instructor to review.

### Weekly Research Assignments

Weekly research is an essential element of developing evidence-based nursing practice. Nursing practice research goes beyond mere data collection. Research assignments are a method to increase a learner's knowledge base (foundational in the clinical reasoning process) and a means to describe the nursing care provided for a patient or family. Working with your clinical practice instructor, construct weekly research assignments that contain the following elements:

- Data collection-assessment of patient and chart-use your data collection tool
- Knowledge-research the patient's condition and diagnoses
- Evidence-based practice-refer to your textbooks to direct decision-making about patient care priorities and care planning. Include content from your health and healing and relational practice theory courses.
- State your priority problems or concerns for your patient-you are advised to use *Nursing Diagnoses* language. This is a process based on critical thinking, decision-making, and clinical reasoning skills and involves you choosing salient priorities. Utilize QSEN and prioritization principles when deciding on patient priorities.

- Describe your nursing care and interventions-ensure these are based on best practice and include elements from health and healing and relational practice courses. You may wish to also refer to policy and procedure guidelines and textbooks.
- Evaluate your care-this is where you engage in a cycle of assessment and reassessment to know if your nursing care was helpful or not.

Learners will be required to submit ten research assignments during this clinical practice experience. These assignments will be submitted weekly and learners will receive feedback from their clinical practice instructors weekly.

Kozier, B. & Erb, G. (2014). Critical thinking. Chapter 21. In *Fundamentals of Canadian nursing: Concepts, process, and practice*. (3<sup>rd</sup> Cdn. Ed.). (pp. 405-419). Toronto: Pearson.

### **Learning Plans**

All learners must submit a *Learning Plan*. Refer to your N110 course to review how to construct a learning plan. Learners may also wish to refer to templates provided by their clinical practice instructor.

Refer to learning outcomes for this course (See Standards of Practice-Performance Appraisal Form) and consider feedback from your previous clinical practice instructor, as well as your own self-evaluation. Incorporate these elements into a learning plan. During week three (N281) of your clinical practice experience submit a learning plan. Adjustments and modifications will be made to the learning plan throughout the clinical practice experience based on learner and instructor formative evaluations.

## **6. Grading System**

*(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)*

*(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)*

Standard Grading System (GPA)

Competency Based Grading System

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

<http://www.camosun.bc.ca/policies/policies.html>

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
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.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.