



**CAMOSUN COLLEGE**  
**Health and Human Services**  
**Nursing**

**Nursing 380**  
**Fall**

**Nursing Practice V**  
**Nursing in Crisis & Complexity**

**COURSE OUTLINE**

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The calendar description is available on the web @

<http://camosun.ca/learn/calendar/current/web/nurs.html#NURS380>

Learners combine knowledge gained from previous and concurrent courses, and past clinical experiences to demonstrate clinical competence with minimal guidance from clinical instructors and supervising RNs, in preparation for senior Consolidated Practice Experiences (CPEs) in third and fourth year. Placements are in the most complex practice environments in the tertiary care setting, including medical and surgical cardiology, acute neurology, complex medicine and surgery; and specialty areas, including mental health, maternity, and pediatrics. Learners will practice under direct and indirect supervision with clinical nurse educators. Learners are expected to complete weekly patient research assignments and critical reflections, incorporating theoretical knowledge, evidence-based or best practice, and personal clinical experience.

*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>	Sean Stephen
<b>(b) Office hours</b>	Mondays 1200-1400, Tuesdays by appointment
<b>(c) Location</b>	F262G
<b>(d) Phone</b>	250-588-7563 <b>Alternative:</b> _____
<b>(e) E-mail</b>	SeanS@camosun.bc.ca
<b>(f) Website</b>	_____

**2. Intended Learning Outcomes**

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

- develop health care plans by exploring and developing a range of possible alternatives and approaches for care with clients.
- display initiative, confidence, self-awareness, and collaborative interactions within the health care team.
- advocate for safe, appropriate and ethical care for clients and their representatives, especially when they are unable to advocate for themselves.

- d) use relational ethics and clinical reasoning to address situations of moral and ethical distress and dilemmas.
- e) negotiate priorities of care with clients while demonstrating an awareness of the influence of existing positional power relationships.
- f) use a knowledge base in the health sciences including pathophysiology, psychopathology, and pharmacology to inform nursing practice.
- g) provide nursing care that is informed by a variety of theories relevant to health and healing (e.g., crisis intervention; stress response; cultural).
- h) provide nursing care to meet hospice, palliative or end-of-life care needs (e.g., pain and symptom control; spiritual support; advocacy; and support for significant others) utilizing knowledge from nursing and other disciplines
- i) assist patients and their families to access, review, and evaluate information they retrieve using Information Communication Technologies (ICTs) using professional judgement.
- j) modify and individualize client care based on the emerging priorities of the health situation, in collaboration with clients and other members of the health care team.
- k) anticipate potential health problems or issues and their consequences for clients in the context of acute, unstable, urgent and complex situations.
- l) recognize and seek immediate assistance in a rapidly changing situation that could affect client health or safety (e.g., acute neurological event, perinatal crisis, mental health crisis, and trauma).  
prioritize and provide timely nursing care and consult as necessary for any client with co-morbidities, and a complex and rapidly changing health status.

### 3. Required Materials

Adams, M. P., Holland, L. N., Bostwick, P. M., & King, S. L. (2014). *Pharmacology for nurses: A pathophysiological approach* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

Austin, W., & Boyd, M. A. (2015). *Psychiatric & mental health nursing for Canadian practice* (3<sup>rd</sup> ed.). Philadelphia, PA: Wolters Kluwer.

Day, R. A., Paul, P., Williams, B., Smeltzer, S. C., & Bare, B. (2010). *Brunner & Suddarth's textbook of Canadian medical-surgical nursing* (2<sup>nd</sup> Cdn ed.). Philadelphia: Lippincott, Williams, & Wilkins.

Pagana, K.D., & Pagana, T.J. (2010). *Mosby's Manual of diagnostic and laboratory tests* (4<sup>th</sup> ed.) St. Louis, MS: Mosby Elsevier.

Pillitteri, A. (2014). *Maternal and child health nursing* (7<sup>th</sup> ed.) Philadelphia: Lippincott, Williams & Wilkins.

Kozier, B., & Erb, G. (2014). *Fundamentals of Canadian nursing: Concepts, process, and practice*. (3<sup>rd</sup> Cdn. ed.). Toronto: Pearson.

Pharmacology guide, laboratory and diagnostic test guide and medical dictionary of the learner's choice.

### 4. Course Content and Schedule

During semester five, clinical practice will consist of two distinct clinical placements with two different instructors. During week one, learners are oriented to their first clinical placement, followed by six weeks of scheduled clinical practice (Clinical Practice Placement 1). During week eight, learners will receive their mid-term evaluations from their first placement instructor and will be oriented to their second clinical placement. Six weeks of clinical practice will follow on their second nursing practice unit (Clinical Practice Placement 2). Final evaluations are given during exam week.

**This schedule is tentative and is subject to change as necessary during the semester.**

<b>Week and Date</b>	<b>Clinical Practice Setting and Praxis Experiences</b>
<b>Week 1</b>	Orientation to Clinical Practice Placement 1
<b>Week 2-7</b>	Clinical Practice in Placement 1
<b>Week 8</b>	Midterm Evaluations Orientation to Clinical Practice Placement 2
<b>Week 9-14</b>	Clinical Practice in Placement 2
<b>Exam Week</b> December 8-12	Final Evaluations

## **5. Basis of Student Assessment (Weighting)**

*(Should be directly linked to learning outcomes.)*

Learners are evaluated based on their progress and level of independence according to the Standards of Practice and the Learning Outcomes on the Practice Appraisal Form. Learners are formally evaluated by their clinical instructor in a written document at mid-term and at the end of the semester. Learners are required to provide written self-evaluations of their progress at those times.

Depending on progress throughout the semester, learners may be required to participate in more frequent evaluations. The decision to include a written collaborative *report* may be deemed necessary by the clinical instructor. A collaborative report is used to clarify expectations and make communication between the instructor and learner clear and explicit. Henceforth, if performance does not improve, a collaborative *learning contract* will be completed. A collaborative learning contract is used for those learners at risk of failure. The purpose of the collaborative learning contract is to make expectations for the learner very clear, and to outline steps that must be taken to assist students in achieving success. All evaluations, collaborative reports, and collaborative learning contracts will be written, dated, and signed by the learner and clinical instructor. These reports are kept on file in the nursing office.

Evaluation is based on:

1. Written Assignments
  - ♦ reflective journals
  - ♦ research assignments
  - ♦ learning plans
  - ♦ data collection and time management tools
2. Medications Calculations Competency Quiz
  - ♦ Learners must achieve 90% on their quiz in order to be allowed to independently and safely administer medications in the clinical area. Learners will be given opportunities to rewrite the quiz, but if by the end of the semester they are unable to achieve 90% they *may* be given a Not Competent (NC) grade (failure) at the end of the term
  - ♦ Students are NOT permitted to use a calculator
  - ♦ Please review the Math Policy (page 7) for more details

3. Clinical Performance based on Learning Outcomes-Practice Appraisal Form (PAF)
  - Learners are directly observed and evaluated in the clinical setting
  - Observations and experiences from patients and nursing unit staff (indirect observation) are considered when assessing clinical competency
  - Written assignments may be used to assess for clinical competency
4. Other Evaluative Opportunities
  - SIM attendance and preparation
  - Praxis seminar/post-conference participation and attendance

## 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.