



**CAMOSUN COLLEGE**  
**School of Health & Human Services**  
**Department of Nursing**  
**Baccalaureate of Science in Nursing Program**  
**NURS 180 – Nurses Promoting Health in**  
**Practice**  
**Fall 2018**

## **COURSE OUTLINE**

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**The calendar description is available on the web @**

<http://camosun.ca/learn/calendar/current/web/nurs.html#NURS180>

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*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**

- (a) **Instructor** \_\_\_\_\_
- (b) **Office hours** \_\_\_\_\_
- (c) **Location** \_\_\_\_\_
- (d) **Phone** \_\_\_\_\_ **Alternative:** \_\_\_\_\_
- (e) **E-mail** \_\_\_\_\_
- (f) **Website** \_\_\_\_\_

### **2. Course Description and Intended Learning Outcomes**

*Course 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.

*Intended Learning Outcomes:*

- a) describe the various roles of the professional nurse.
- 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 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.

**COURSE OUTLINE  
NURSING DEPARTMENT  
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### **3. Required Materials**

(a) Texts

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Austin, W., Kunyk, D., Peternej-Taylor, C., & Boyd, M. A. (2019). Psychiatric & mental health nursing for Canadian practice (4th ed.). Philadelphia, PA: Wolters Kluwer.

Jarvis, C., Browne, A. J., MacDonald-Jenkins, J., & Luctkar-Flude, M. (2014).

Physical examination and health assessment (2nd Cdn ed.). Toronto, ON: Elsevier.

Perry, A.G., Potter, P.A. & Ostendorf, W. R. (2018). Clinical nursing skills & techniques

(9th ed.). St. Louis, MO: Elsevier Inc.

Potter, P., Perry, A. G., Stockert, P., Hall, A., Astle, B. J., & Duggleby, W. (2019). Canadian

fundamentals of nursing (6th ed.). Toronto, ON: Elsevier Canada.

**COURSE OUTLINE  
NURSING DEPARTMENT  
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**4. Course Content and Schedule**

WEEK & DATE	MODULE	NURSING PRACTICE ACTIVITIES
Week 1 Sept 3-7 (no class Sept 3rd)	Praxis Seminar Module 1: Introduction to Nursing Practice	Classroom
Week 2 Sept 10-14	Module 2: Promoting Health and Well-being in Nursing Practice	Classroom
Week 3 Sept 17-21	Module 3: Professional Nursing Practice, Quality Improvement & Safety	Classroom
Week 4 Sept 24-28	Module 4: Professional Relationships	<b>MANDATORY SESSION Do Bugs Need Drugs Presentation Friday, Sept 28 Sections 1 &amp; 3: 1230-1330 in Y216 Sections 2 &amp; 4: 1430-1530 in Y216</b>
Week 5 Oct 1-5	Module 5: Nursing, Health and the Older Adult	Classroom
Week 6 Oct 8-12 (no class Oct 8th)		Elementary Schools (settings will vary with student groups) / Community Survey or Nurse Interviews or Student Shadow Experience or Classroom Prep for Independent Living
Week 7 Oct 15-19		Elementary Schools (settings will vary with student groups) / Community Survey or Nurse Interviews or Student Shadow Experience or Classroom Prep for Independent Living
Week 8 Oct 22-26		Elementary Schools (settings will vary with student groups) / Community Survey or Nurse Interviews or Student Shadow Experience or Classroom Prep for Independent Living
Week 9 Oct 29-Nov 2		Elementary Schools (settings will vary with student groups) / Community Survey or Nurse Interviews or Student Shadow Experience or Classroom Prep for Independent Living
Week 10 Nov 5-9		Orientation Independent Living Placements
Week 11 Nov 12-16 (no class Nov 12th)		Independent Living Placements
Week 12 Nov 20-24		Independent Living Placements
Week 13 Nov 26-30		Independent Living Placements
Week 14 Dec 3-7	Review	<b>Classroom and one-to-one meetings</b>

5.

### **Nursing 180 - Evaluation - Fall 2018**

The purpose of the activities and assignments in this course is 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 practicing nurse. This learning activity will provide 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 explore various communication techniques related to professional interviewing. This activity will also provide an opportunity for you to explore the differences between professional and social relationships

The intent of the "Nurses' Work" interview experiences is to provide learners with the opportunity to become aware of possible career choices and explore what being a professional nurse means. It will also provide opportunity to identify similarities and differences in nursing in a variety of practice settings.

Working in pairs, the students will interview a registered nurse (practicing or retired RNs) for approximately one hour visit. Potential interview questions will be developed by the Praxis group in advance.

Nurse interviews need to be completed between Weeks 2-9 and **each individual instructor to determine due date. Due Week:** \_\_\_\_\_

#### **Student Nurse Shadow Shift**

Students will further 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.

Going to nursing units in pairs, students will be assigned to observe a second or third year student in his/her placement setting in the practice area. The shadow shift experience will occur, depending on your small groups' assigned rotation, one of the weeks between Weeks 6-9.

#### **"Do Bugs Need Drugs?" Group Presentation**

Although nurses work in a variety of settings one common objective is to promote health and wellbeing in both individuals and communities. Nurses are involved in many health education initiatives such as "Do Bugs Need Drugs?" (DBND). The health promotion initiative "Do Bugs Need Drugs?" is a health education activity that promotes hand hygiene and provides knowledge regarding the appropriate use of antibiotics for the treatment of bacterial and viral infections.

Students working in groups of 3-5 students will have an opportunity to teach the "Do Bugs Need Drugs?" program to grade two students out in the community in a one-hour session. The students will prepare by attending the DBND presentation and developing a teaching plan with the resources provided. This DBND presentation will occur, depending on your small groups' assigned rotation, one of the weeks between Weeks 6-9.

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**Independent Living Facility Experience**

Students will apply their learning in the context of independent living settings with older adults. Students will be under the direct supervision of an educator. The faculty member will serve as facilitator and resource for the practice group activities and will be present in the independent living facility with the students at all times during practice.

Students will attend an independent living care facility weekly for **four** three-hour visits in Weeks 10-13. The students will be assigned a resident and over the course of the visits, interview and develop a professional relationship.

**Two Critical Reflections (CR)**

**1. Nurse's Work**

CR #1 is a reflection on what you have learned about the profession of nursing from both your Nurse Interview **and** Shadow Shift.

**Due date: Week 10:** \_\_\_\_\_

**2. "Do Bugs Need Drugs?: A Health Promotion Activity**

CR #2 is reflection on your further learning and understanding of the professional role of the nurse based on the Do Bugs Need Drugs (DBND) teaching experience.

**Due date: Week 13:** \_\_\_\_\_

For more information on the goal of critical reflection activities, please review your course notes from N160 and the readings related to reflective nursing practice.

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

At the end of the semester, Camosun College Nursing Students have the opportunity to review and assess their own clinical practice and their learning based on: the Praxis activities and discussions; Nursing 180 Learning Activities, and Independent Living placements students have engaged in over the semester. Your instructor will also provide feedback/evaluation in the ePAF and as well during a 1:1 meeting in the final week of the term.

**Due date: Week 14:** \_\_\_\_\_

**Nursing 180 is graded as a pass/fail course (complete: COM / not complete: NC).**

**Professional Responsibility:**

**In order to honour nursing 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.**

**In order to meet the required nursing practice hours of the Nursing 180 course, it is expected that students will: complete one nurse interview, one shadow experience in the clinical setting with year 2 or 3 Camosun Nursing Students, one "Do Bugs Need Drugs" group presentation and attend all 4 visits to the Independent Living Facility. In addition, students will complete all the written assignments at a satisfactory level by the last day of classes in the Fall 2018 semester. If, for extenuating circumstances, an individual student is unable to meet any of the above expectations and requirements, accommodations will be discussed and addressed.**

**Collaborative student/teacher evaluation will occur during the final week of the course. Students will prepare by completing a self-evaluation using an electronic Performance Appraisal Form (ePAF).**

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**6. Grading System** <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>

- Standard Grading System (GPA)
- Competency Based Grading System

**7. Recommended Materials to Assist Students to Succeed Throughout the Course**

**8. College Supports, Services and Policies**



**Immediate, Urgent, or Emergency Support**

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

**Learning Support and College Services for Students**

(see Student Services Section of our [website](#) for more detailed information)

Camosun offers a variety of health and academic support services, including counselling, dental, [Centre for Accessible Learning \(CAL\)](#), help center, learning skills, sexual violence support & education, library, and writing center.

**College Policies**

Policies are available on the College website at <http://camosun.ca/about/policies/>

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Student Appeals](#), Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

**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 website.

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**A. GRADING SYSTEMS** [E-1.5 GRADING POLICY](#)

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 section F of the [Grading Policy](#) 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.