



CAMOSUN COLLEGE
School of Health & Human Services
Department of Nursing
Baccalaureate of Science in Nursing Program
NURS 281 – Nursing Practice: Medical,
Surgical, Specialty
W2019

COURSE OUTLINE

The calendar description is available on the web @

<http://camosun.ca/learn/calendar/current/web/nurs.html#NURS281>

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.

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:

Learners will translate and develop knowledge, skills, and dispositions to provide safe, ethical, and culturally competent nursing care in acute medical, surgical, and specialty settings. Learners focus on assessment, clinical reasoning, person-centered care planning, prioritization, and evaluation in collaboration with patients, family, and other health care professionals. Learners provide holistic nursing care, across the continuum of care, including safe medication administration, health education, psychomotor skills, and therapeutic communication. Learners integrate nursing knowledge, ethics, pathophysiology, and pharmacology and critique evidence for nursing practice. Attention is given to advocating for care of vulnerable patients and families utilizing family-centered care. Learners respect informed consent and informed choice.

Intended Learning Outcomes:

- a) integrate and apply nursing knowledge and skills in acute and specialty care hospital settings.
- b) establish and maintain caring, culturally aware relationships with clients with increasingly unstable and complex health challenges.
- c) provide patient- and family-centered care in the nursing practice setting.
- d) provide a moral and caring context that preserves and protects client dignity and minimizes vulnerability.

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- e) integrate cultural sensitivity, knowledge, and awareness of colonization, residential schooling, and the history of “Indian hospitals” with Indigenous peoples’ sense of vulnerability in the health care setting.
- f) utilize skills of inquiry and a decision making process to gather information, plan, implement and evaluate individualized and evolving care.
- g) integrate knowledge of pathophysiology, pharmacology, and healthcare ethics.
- h) safely administer medications using a variety of routes.
- i) demonstrate intermediate psychomotor skills while providing safe and effective care.
- j) demonstrate abilities in time management.
- k) document clearly and concisely according to agency guidelines.
- l) utilize learning theory, to address patient and family learning needs.
- m) critically reflect on nursing practice, clinical reasoning, and decision making abilities.
- n) demonstrate awareness of scope of practice.
- o) identify, report and take action on actual and potential safety risks to client, self, or other.

3. Required Materials

(a) Texts

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

Jarvis, C. (2014). *Physical examination and health assessment*, (2nd Cdn ed). Toronto, ON: 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* (3rd Canadian ed). Toronto, ON: Pearson.

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

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

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

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

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

(b) Other

4. Course Content and Schedule

(Can include: Class hours, Lab hours, Out of Class Requirements and/or Dates for quizzes, exams, lecture, labs, seminars, practicums, etc.)

281 Nursing Practice/Praxis: 12 hours/week for 14 weeks

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

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may be required to do a patient simulation lab during the 14 weeks. This may occur outside of your regularly scheduled clinical hours.

5. Basis of Student Assessment (Weighting)

(Should be directly linked to learning outcomes.)

- (a) Assignments
- (b) Quizzes
- (c) Exams
- (d) Other (e.g. Project, Attendance, Group Work)

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

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

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

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/>

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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.

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.

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| 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. |