



CAMOSUN COLLEGE
School of Health & Human Services
Department of Nursing
Baccalaureate of Science in Nursing Program
NURS 380 – Nursing in Crisis & Complexity
Fall 2018

COURSE OUTLINE

The calendar description is available on the web @

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

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

Intended Learning Outcomes:

- a) Develop care plans by exploring and developing a range of possible alternatives and approaches for care with patients.
- b) display initiative, confidence, self-awareness, and collaborative interactions within the health care team.
- c) advocate for safe, appropriate and ethical care for patients 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.

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- e) negotiate priorities of care with patients 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.
- h) apply advanced sensitivity when caring for Indigenous patients by understanding how colonization and residential schooling have the potential to inform patients' experience of hospitalization.
- i) 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.
- j) assist patients and their families to access, review, and evaluate information they retrieve using Information Communication Technologies (ICTs) using professional judgement.
- k) modify and individualize patient care based on the emerging priorities of the health situation, in collaboration with patients, families, and other members of the health care team.
- l) anticipate potential health problems or issues and their consequences for clients patients in the context of acute, unstable, urgent and complex situations.
- m) recognize and seek immediate assistance in a rapidly changing situation that could affect patient health or safety (e.g., acute neurological event, perinatal crisis, mental health crisis, and trauma).
- n) prioritize and provide timely nursing care and consult as necessary for any patient with co-morbidities, and a complex and rapidly changing health status.
- o) evaluate the practice environment and patient care team using Quality and Safety Education for Nurses
- p) (QSEN) competencies to promote safe, person-centred care.

3. Required Materials

Austin, W., & Boyd, M. A. (2015). *Psychiatric & mental health nursing for Canadian practice* (3rd ed.).

Philadelphia, PA: Wolters Kluwer/Lippincott, Williams, & Wilkins.

Lilley, L., Harrington, S., Snyder, J. (2017). *Pharmacology for Canadian health care practice* (3rd Cdn ed.). Toronto, ON: Elsevier.

Paul, P., Day, R.A., & Williams, B. (2016). *Brunner & Suddarth's textbook of Canadian medical- surgical nursing* (3rd Cdn ed.). Philadelphia, PA: Wolters Kluwer/Lippincott, Williams, & Wilkins.

Pikar, G.D., Pikar-Abernathy, A., Swart, B., Graham, H., & Swedish, M. (2015). *Dosage Calculations* (3rd Cdn ed.). Toronto, ON: Nelson Education.

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

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 Cdn. ed.).

Toronto, ON: Pearson.

4. Course Content and Schedule

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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.

Week and Date	Clinical Practice Setting and Praxis Experiences
Week 1 September 5-8	Orientation to Clinical Practice Placement 1
Week 2-7	Clinical Practice in Placement 1
Week 8	Midterm Evaluations Orientation to Clinical Practice Placement 2
Week 9-14	Clinical Practice in Placement 2
Exam Week December 11-19	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:

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1. Written Assignments
 - reflective journals
 - research assignments
 - learning plans
 - data collection and time management tools

2. 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

3. Other Evaluative Opportunities
 - SIM attendance and preparation
 - Praxis seminar/post-conference participation and attendance

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

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

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.

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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.

Temporary Grade	Description

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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.