



**NURS 181 Health Promoting Practice
Winter 2020**

COURSE OUTLINE

The course description is available on the web:
<http://camosun.ca/learn/calendar/current/web/nurs.html#nurs181>

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

1. Instructor Information

- (a) **Instructor** various
- (b) **Office hours**
- (c) **Location**
- (d) **Phone**
- (e) **E-mail**
- (f) **Website**

Alternative:

2. Intended Learning Outcomes

Learners will develop professional caring relationships with stable clients in diverse settings. Learners will integrate their knowledge of health promotion and holistic health assessment, for the delivery of safe, compassionate, evidence-informed health care. Learners will integrate foundational nursing skills in the practice setting.

Intended Learning Outcomes:

- a) demonstrate professionalism and self-awareness in nursing practice.
- b) demonstrate collaborative, responsive, and responsible communication skills.
- c) establish and maintain caring, health promoting relationships in the nursing practice setting.
- d) apply safety principles, infection control measures and appropriate protective devices when providing nursing care to prevent injury to residents, self, and health care team.
- e) promote a safe environment for residents, self, health care workers and the public that addresses the unique needs of residents within the context of care.
- f) research and apply evidence-informed practices to care.
- g) conduct assessments from a health promotion perspective using appropriate tools and techniques, and skills of observation, interview, history taking, inspection, palpation, auscultation and percussion.
- h) document client/resident assessments and care in a professional and accurate method using available technologies.

- i) recognize the role of registered nurses in achieving health outcomes across settings.
- j) provide personal care and hygiene while promoting the individual's dignity.
- k) assist in safe ambulation of older persons and people with physical disabilities.
- l) demonstrate respect and preserve individual's rights, including confidentiality.
- m) apply the principle of self-determination when relating with Indigenous people in the residential care setting.
- n) identify, report, and take action on actual and potential safety risks to residents, self or others.
- o) conduct health promotion education in specific education-focused settings.

3. Required Materials

(a) Texts

Austin, W., Kunyk, D., Peternelj-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 and techniques* (9th ed). St. Louis, MO: Elsevier.

Pickar, G. A., Pickar Abernethy, A., & Swart, B. F. (2018). *Dosage calculations* (4th Cdn ed.). Toronto, ON: Nelson.

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.

(b) Additional Required Readings

Camosun College Nursing Department Guidelines For Appropriate Use of Personal Mobile Devices (Appendix A).

Faculty & Student Dress Code: Nursing Practice & Lab/Simulation (2017). (on D2L).

4. Course Content and Schedule

During Semester II, students are assigned to a nursing practice group (consisting of eight students). The nursing practice experience will predominantly take place in a complex care facility. These facilities provide a higher level of care than independent living and are intended for clients who require 24-hour supervision (BC Ministry of Health, 2012). Students will engage in caring relationships with residents and possibly family members while providing personal care, bathing, feeding, and mobilizing. Throughout the semester, students will also be focusing on health assessments while integrating the concepts covered in the program to date. A faculty member will be present with the students at all times during practice hours in the complex care facility.

Students will also attend local grade schools in groups of four to teach the Sip Smart program. This interactive classroom based program was developed to raise awareness among grades four, five and six children of the negative health effects associated with the consumption of sugary, commercially prepared drinks. Nursing students will provide children with the knowledge and skills they need to make healthy drink choices. In addition, students will have an opportunity to practice in a Public Health setting with clients and families.

The six hours dedicated to Nursing 181 will include five hours in the assigned nursing practice in a complex care facility, elementary school or public health unit and 1 hour for Praxis Seminar. The Praxis Seminar will take place in the practice setting or on campus during dedicated Praxis times (see timetable for more details). A general schedule of Nursing 181 is provided on the next page; further details of practice, seminars, Sip Smart and public health schedules/content will be provided by

individual practice instructors during orientation weeks. Nursing 181 instructors contact assigned student groups regarding the place and time of the first meeting prior to Week One.

Reference

BC Ministry of Health. (2012). Assisted living registrar: Community care and assisted living act

(Glossary of terms). Retrieved from <http://www.health.gov.bc.ca/assisted/glossary.html>

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

Weeks and Dates	Activity
Weeks 1 – 2 January 7 - 10 January 14-17	Orientation to Island Health which includes: <ul style="list-style-type: none"> • Completing the mandatory Student Practice Education Core Orientation (SPECO) on-line modules (MUST be completed by January 17th or student is unable to enter clinical areas) • SPECO Orientation Checklist (MUST be completed and submitted online as directed by January 17th or student is unable to enter clinical areas) Orientation to N181 with information provided regarding nursing practice areas and praxis seminars, including: <ul style="list-style-type: none"> • Dementia Care on-line Island Health modules (all three modules, to be completed by January 17th) • Aboriginal Health: For the Next Seven Generations for the Children on-line Island Health module (to be completed by January 17th) • Orientation to Sip Smart and Public Health placements • A Newborn Simulation activity
Weeks 3 - 6 January 21- Feb 14	<ul style="list-style-type: none"> • Orientation to nursing practice areas • Shifts in nursing practice areas • Sip Smart school and Public Health Unit visits begin
Week 7 February 17-21	READING BREAK- NO CLINICAL ACTIVITIES
Weeks 8-14 Feb 25- Feb 28 March 3-6 March 10-13 March 17-20 March 24--27 March 31- April 3 April 7 -9	<ul style="list-style-type: none"> • Shifts in practice areas continue • Midterm evaluations • Sip Smart school visits and Public Health Unit visits continue • Praxis seminars continue
Exam Period April 13 - 17	<ul style="list-style-type: none"> • Final Evaluations

5. Basis of Student Assessment (Weighting)

Practice experiences within the curriculum are a vital part of learning.

Attendance is required in all practice courses. During Semesters One to Five, students who miss more than 10% of a practice experience may be required to repeat the practice course, and/or complete additional course work such as but not limited to Simulation experiences or case studies. Once students are at the University of Victoria, i.e. Semester Six and beyond, they must complete the required minimum practice hours designated for each course.

Students are required to complete specific on-line orientation modules prior to entering nursing practice. If students have not completed these modules, they are not permitted to participate or attend in off-site nursing practice activities, putting them at risk to fail the course. These students may be required to complete a supplemental assignment at the discretion of their instructor in lieu of participating in nursing practice activities.

Assignments:

All written assignments must be typewritten and adhere to APA 6th edition writing and referencing format. Please refer to your Course Manual, Camosun College grading policy, and the Department of Nursing Handbook. Note that the grading policy incorporates APA format, spelling, grammar and quality of critical thinking in the assigned grades. Assignment and student evaluation information will be provided in the first two weeks of the course. **All assignments must be completed to achieve a passing grade.**

1. Practice Appraisal Form (e-PAF)

Students are assessed based on their progress according to the learning outcomes and competencies listed under the standards outlined in the Nursing 181 package. Students collaborate with, and are formally evaluated by, their nursing practice instructor in a written format at mid-term and during the final exam week. Included in this process is a student self-evaluation of their progress and areas to work on.

Depending on your progress throughout each semester, you may be required to participate in more frequent evaluations. Decisions can be made to include written collaborative reports more frequently if it is deemed necessary by your instructor. A collaborative learning contract is completed for those students at risk for failure. All evaluations and collaborative reports will be written, dated, and signed by yourself and your instructor. These reports are kept on file in the nursing office.

2. Nursing Practice Critical Reflections (minimal requirement 4)

The intent of writing nursing practice critical reflections is to provide students with an opportunity to expand self-awareness as a professional as well as develop the skill of critical thinking by reflecting on nursing practice experiences. We encourage students to review the theoretical reflective writing frameworks discussed in Nursing 160 and Nursing 180.

3. Learning Plan using SMART Goals

Students will bring forward their own learning plan to facilitate their learning goals developed in Nursing 110. Learning plans will reflect an evolving plan outlining how the student intends to address their learning outcomes over the semester. Learning plans will be reviewed, revised as needed, and discussed a minimum of three times during the semester: during orientation, mid semester and at the end of the semester.

4. Online Island Health modules

The following modules must be completed and the SPECO Orientation checklist submitted to the Nursing Department by January 17th in order to participate in any clinical activities.

- Student Practice Education Core Orientation Modules (SPECO)
- Dementia Care Modules (3 modules; the Nature of Dementia, Communication Strategies and Responsive Behaviours)
- Aboriginal Health: For the Next Seven Generations for the Children Module

Recommended that students keep a copy of completed modules for their records.

6. Grading System

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

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

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

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>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at <http://camosun.ca/services>

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 college policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Grading](#), [Involuntary Health and Safety Leave of Absence](#), [Prior Learning Assessment](#), [Medical/Compassionate Withdrawals](#), [Sexual Violence and Misconduct](#), [Standards for Awarding Credentials](#), [Student Ancillary Fees](#), [Student Appeals](#), and [Student Penalties and Fines](#).

Student Conduct Policy

The [Student Conduct Policy](#) provides clear expectations of appropriate academic and non-academic student conduct and establishes processes for resolution of conduct issues or the imposition of sanctions for inappropriate conduct. It is the student's responsibility to become familiar with the content of this policy.

A. GRADING SYSTEMS

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

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://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/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.

