



**NURS 281 Nursing Practice: Medical, Surgical, Specialty  
Winter 2020**

**COURSE OUTLINE**

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The course 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. Students are recommended to 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**      various
- (b) **Office hours**
- (c) **Location**
- (d) **Phone**
- (e) **E-mail**
- (f) **Website**

**Alternative:**

**2. Intended Learning Outcomes**

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.

- 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., Kunyk, D., Peternelj-Taylor, C. A., & Boyd, M. (2018). *Psychiatric & mental health nursing for Canadian practice* (4th ed.). Philadelphia, PA: Wolters Kluwer.

Jarvis, C. (2014). *Physical examination and health assessment*, (2nd 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, S. E., Hockenberry, M. J., Lowdermilk, D. L., Wilson, D., Keenan-Lindsay, L., & Sams, C. A. (2017). *Maternal child nursing care in Canada* (2nd 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.

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.

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

Rosenjack Burchum, J.& Rosenthal, L. D. (2019). *Lehne’s pharmacology for nursing care* (10th ed.). Canada: Elsevier

### 4. Course Content and Schedule

#### 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 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)

Students are assessed based on their progress and level of independence according to the Learning Outcomes and the Practice Appraisal Form as per the BCCNP Standards. Students are formally

evaluated by their clinical instructor in a written document at mid-term and at the end of the semester. Students are required to provide written self-evaluations of their progress at those times.

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.

## 6. Grading System

- 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* (13<sup>th</sup> 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>

### 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. |

