



CAMOSUN COLLEGE
School of Health & Human Services
Department: Baccalaureate of Science
in Nursing Program



**NURS 181 Health Promoting Practice
W 2021**

COURSE OUTLINE

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

Camosun College will continue to follow the guidance of the Provincial Health Officer, the B.C. Government and WorkSafeBC, and as such may revise the delivery of courses. Courses with an approved face-to-face component may need to move to online or remote delivery if necessary.

The COVID-19 pandemic has presented many challenges, and Camosun College is committed to helping you safely complete your education. Following guidelines from the Provincial Health Officer, WorkSafeBC and the BC Government to ensure the health and wellbeing of students and employees, Camosun College is providing you with every possible protection to keep you safe including COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. Please refer to: <http://camosun.ca/covid19/faq/covid-faqs-students.html>

However, if you're at all uncomfortable being on campus, please share your concerns with your Instructor and if needed, alternatives will be discussed.

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**
- (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 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 complex 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

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

Jarvis, C. C. (2019). *Physical examination & health assessment* (3rd Cdn ed., A.J. Browne, J. MacDonald-Jenkins, & M. Luctkar-Flude, (Eds.)). Elsevier.

Perry, A., Potter, P., & Ostendorf, W. (2020). *Canadian clinical nursing skills and techniques* (1st Cdn ed., S.L. Cobbett (Ed.)). Elsevier.

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

Potter, P. A., Perry, A. G., Stockert, P.A., & Hall, A.M. (2019). *Canadian fundamentals of nursing* (6th ed., B.J. Astle & W. Duggleby (Eds.)). Elsevier.

4. Course Content and Schedule

During Semester II, students are assigned to a nursing practice group. 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, nutritional assistance, and mobilizing their assigned resident(s). 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.

There may also be an opportunity for students to engage with school aged children 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 needed to make healthy drink choices. In addition, students may have an opportunity to practice in a Public Health setting with clients and families.

The six hours per week to Nursing 181 will include five hours in a complex care facility, elementary school or public health unit and 1 hour for Praxis Seminar. The Praxis Seminar may take place in the practice setting or it may be held virtually. Details for nursing practice, seminars, Sip Smart and public health schedules/content will be provided by instructors during the orientation weeks (i.e. first two weeks of the term).

Week & Date	Nursing Practice Activity	Location
Week 1, January 12-15	Orientation to course	Online synchronous classes
Week 2, January 19-22	Dementia simulation experience	Simulation class in CHW, followed by online synchronous session
Week 3, January 26-29	Orientation to complex care facility	Complex care site as directed by instructor
Weeks 4-14, February 2 to April 16	Nursing practice experiences	The weekly schedule will be unique for each student group. Experiences will include complex care, or public health, or Sip Smart. In addition, one hour of online synchronous praxis seminar will occur each week.

5. Basis of Student Assessment (Weighting)

Assessments are based on the following:

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 collaborative 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 department.

2. Nursing Practice Critical Reflections (CRs) - Minimum of 4

The intent of writing nursing practice critical reflections is to provide students with an opportunity to expand self-awareness and develop their critical thinking skills. Students will apply one of the reflective frameworks introduced in Nursing 160 to complete an in-depth analysis of their practice experiences and to summarize the learning that will inform their future practice. At least three key course concepts from nursing theory courses will be integrated into each CR. Students must submit four or more CRs that meet the minimum criteria for reflective writing specified in the N181 CR marking rubric.

3. Learning Plan using SMART Goals

Students will build on the learning plans they created in Nursing 110 to create 3 or more goals with strategies to support the continuous development of their nursing practice ability. Learning plans will identify areas where the student requires development to meet the N181 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.

6. Grading System

- 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>

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.