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

Camosun.ca/hhs-handbook

NURS 281 Nursing Practice: Medical, Surgical, Specialty
W 2021

COURSE OUTLINE

The course description is available on the web:
http://camosun.ca/learn/calendar/current/web/nurs.html#nurs281

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**   Click or tap here to enter text.

(b) **Office hours**   Click or tap here to enter text.

(c) **Location**   Click or tap here to enter text.

(d) **Phone**   Click or tap here to enter text.   **Alternative:**   Click or tap here to enter text.

(e) **E-mail**   Click or tap here to enter text.

(f) **Website**   Click or tap here to enter text.

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 a moral and caring context that preserves and protects client dignity and minimizes vulnerability.
d) 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.
e) utilize skills of inquiry and a decision making process to gather information, plan, implement and evaluate individualized and evolving care.
f) integrate knowledge of pathophysiology, pharmacology, and healthcare ethics.
g) safely administer medications using a variety of routes.
h) demonstrate intermediate psychomotor skills while providing safe and effective care.
i) demonstrate abilities in time management.
j) document clearly and concisely according to agency guidelines.
k) utilize learning theory, to address patient and family learning needs.
l) critically reflect on nursing practice, clinical reasoning, and decision making abilities.
m) critically examine the impact of multiple and differing perspectives on patient- and family-centered care in the practice setting.
n) apply shared decision making and problem solving approaches.
o) demonstrate awareness of scope of practice.
p) identify, report and take action on actual and potential safety risks to client, self, or other.

3. Required Materials

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

Jarvis, C. (2019). *Physical examination and health assessment*, (3rd Cdn ed). Elsevier.

El Hussein, M., & Osuji, J. (2020). *Brunner & Suddarth's Canadian textbook of medical-surgical nursing* (4th ed.). Philadelphia, PA: Wolters Kluwer/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 Cdn ed.). Elsevier.

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

Pickar, G. A., Pickar Abernethy, A., Swart, B. F., Graham, H., & Swedish, M. (2018). *Dosage calculations* (4th Cdn ed.). Nelson Education Ltd.

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

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

4. Course Content and Schedule

Nursing Practice Hours

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 online via collaborate 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.

Praxis Seminar – Post Conference

Overview

Praxis seminars are held with your nursing practice group and provide opportunities to discuss experiences, integrate theoretical concepts, pose critical questions, and consider future nursing actions.

A number of strategies may be utilized to foster praxis seminars:
- Choose an article from the literature and discuss in relation to nursing practice
- Utilize structured storytelling, questioning, and reflecting
- Identify a philosophical perspective to discuss and reflect upon
- Identify and discuss application of the BCCNM Standards
- Participate in patient simulation
- Present case studies
- Use reflective journaling

5. Basis of Student Assessment (Weighting)

N281 Nursing Practice Assignments

Developing Clinical Reasoning Skills
Reflecting on your clinical nursing practice is one of the best methods to improve clinical reasoning and critical thinking skills. However, in order to be transformative tools, reflections should contain essential elements. Please review readings on critical reflections and refer to your *Fundamentals of Nursing* textbook to clarify reflective practice elements. In this course, students are expected to engage in ongoing critical reflection. Critical reflection can take many forms and will be discussed with your clinical instructor during the first weeks of clinical. Your instructor will provide direction regarding the number of critical reflections to be submitted and may or may not use a rubric to provide feedback.

Using the Nursing Process and Nursing Diagnoses
The nursing process, including nursing diagnoses, is an additional tool used by nurses to develop clinical reasoning skills. Furthermore, the NCLEX exam relies heavily on the nursing process and nursing diagnoses. During this clinical practice experience, learners are required to use the nursing process and are encouraged to submit their nursing priorities in a nursing diagnoses format. Please review your *Fundamentals of Nursing* textbook to clarify use of the nursing process and nursing diagnoses.

Data Collection and Time Management Tools
Learners will be required to use their own data collection and time management tools. Under guidance from the clinical practice instructor, these tools may need to be adapted throughout the clinical practice experience. Please come to the first clinical practice day with a data collection tool and time management tool for your clinical practice instructor to review.

Weekly Research Assignments
Weekly research is an essential element of developing evidence-informed nursing practice. Nursing practice research goes beyond mere data collection. Research assignments are a method to increase

a learner's knowledge base (foundational in the clinical reasoning process) and a means to describe the nursing care provided for a patient or family. Working with your clinical practice instructor, construct weekly research assignments that contain the following elements:

- Data collection - Assessment of patient and chart. Use your data collection tool.
- Knowledge - Research the patient's condition and diagnoses.
- Evidence-informed practice - Refer to your textbooks to direct decision-making about patient care priorities and care planning. Include content from your biology, health and healing, and relational practice theory courses.
- State the priority problems or concerns for your patient - You are advised to use *Nursing Diagnoses* language. This is a process based on critical thinking, decision-making, and clinical reasoning skills and involves you choosing salient priorities. Utilize QSEN and prioritization principles when deciding on patient priorities.
- Describe your nursing care and interventions - Ensure these are based on best practice and include elements from health and healing and relational practice courses. You may wish to also refer to policy and procedure guidelines and textbooks.
- Evaluate your care - This is where you engage in a cycle of assessment/reassessment and reflection on your nursing care and decision-making to know if your nursing care was helpful or not.

Learners will be required to complete research assignments during this clinical practice experience on a weekly basis. Learners will receive feedback from their clinical practice instructors weekly.

Learning Plans
All learners must submit a *Learning Plan*. Refer to your N110 course to review how to construct a learning plan. Learners may also wish to refer to templates provided by their clinical practice instructor.

Refer to learning outcomes for this course and the BCCNM Standards of Practice (See Standards of Practice - Performance Appraisal Form) and consider feedback from your previous clinical practice instructor, as well as your own self-evaluation. Incorporate these elements into a learning plan. During week two or three of N281 you will submit a learning plan to your clinical instructor. Adjustments and modifications will be made to the learning plan throughout the clinical practice experience based on learner and instructor formative evaluations.

6. Grading System

☐   Standard Grading System (GPA)

☒   Competency Based Grading System

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

Recommended Reference Materials

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

Suggestions include:

Vallerand, A. H., & Sanoski, C. A. (2021). *Davis's Canadian drug guide for nurses* (17th ed). F.A. Davis
Company.

Pagana, K.D., Pagana, T.J., & Pike-MacDonald. (2018). Mosby's Canadian Manual of diagnostic and laboratory tests (2nd Canadian Edition). 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	*Incomplete*: 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	*In progress*: 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	*Compulsory Withdrawal*: 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.