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

NURS 290 Consolidated Practice Experience 2
Fall 2020

COURSE OUTLINE

The course description is available on the web:
http://camosun.ca/learn/calendar/current/web/nurs.html#nurs290

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
As there are various instructors for this course – please fill in your individual instructor information below.

(a) Instructor

(b) Office hours

(c) Location

(d) Phone   **Alternative:**

(e) E-mail

(f) Website   www.camosun.ca

2. Intended Learning Outcomes

Learners will integrate, consolidate, and generate knowledge, skills, and dispositions in the context of acute and chronic health challenges across human systems. Learners provide safe, ethical nursing care in acute and specialty health care settings. Learners focus on clinical reasoning, care planning, prioritization, and evaluation in collaboration with patients in the context of acute and chronic health challenges and co-morbidities, family, and other health care professionals. Learners apply knowledge of the role of registered nurses in informed consent, the Mental Health Act, legal, and regulatory requirements. Learners provide health care including medication administration, and nursing interventions in the context of an interprofessional team. Learners demonstrate clear, caring communication, and documentation for patients, families, and other health care providers.

Upon successful completion of this course a student will be able to:

a) integrate, consolidate, and expand nursing knowledge and skills in the acute and specialty care settings.
b) display initiative and self-awareness to promote collaborative interactions with patients, family, and within the health care team.
c) develop and negotiate priorities of care with clients patients, including emerging priorities.
d) anticipate potential patient health issues and their consequences.
e) promote continuity of care through collaboration with patient, family, and other health professionals.
f) integrate an understanding of informed consent as it applies in multiple contexts, verifying understanding of information and supporting patients as active participants.
g) provide and advocate for a moral and caring context that preserves and protects client patient dignity, and minimizes patient vulnerability.
h) utilize chronic illness theory to support patients in managing chronic and persistent health challenges.
i) utilize evidence-informed practice, decision making process, and clinical reasoning skills to gather information, plan, implement, and evaluate person-centered care across the lifespan.
j) integrate research and evidence and best practice guidelines into the planning and provision of care.
k) integrate and apply the Quality and Safety Education for Nurses (QSEN) competencies to promoting safe, patient-centered care.
l) safely administer medications and evaluate effectiveness of medication administration utilizing basic principles of pharmacology.
m) demonstrate safe and effective psychomotor skills while providing care.
n) organize own workload and demonstrate abilities in time management to meet assigned responsibilities.
o) assist patients and families to identify and access community resources in promoting health and wellbeing.
p) apply knowledge of colonization, residential schooling, and the history of "Indian hospitals" when caring for Indigenous patients and families.
q) document clearly and concisely according to agency guidelines and legal and moral responsibility.
r) utilize teaching and learning theory to address patient and family learning needs, and evaluate effectiveness of health education.
s) utilize pertinent nursing and patient data using standardized terminologies to support clinical decision-making and quality improvement.
t) critically reflect on nursing practice, clinical reasoning, and decision making.
u) demonstrate awareness of scope of practice and question or seek assistance in the context of unclear or questionable directions.
v) recognize and seek assistance as necessary to protect patient health and safety.
w) identify, report and take action on actual and potential safety risks to client patient, self, or others.

3. Required Materials

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: Elsevier.

Kozier, B. J., Erb, G., Berman, A. T., Snyder, S., Frandsen, G., Buck, M., Ferguson, L., Yiu, L., & Stamler, L. L. (2018). *Fundamentals of Canadian nursing: Concepts, process, and practice* (4th Canadian ed.). Toronto, ON: Pearson.

Lilley, L. L., Collins, S.R., Snyder, J. S., & Swart, B. (2014). *Pharmacology for Canadian health care practice.* (3rd Canadian 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: Lippincott, Williams, & Wilkins.

Perry, A.G., Potter, P.A. & Ostendorf, W.R. (2014). *Clinical Nursing Skills and Techniques* (8th ed). St.Louis:Elsevier.

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

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.

A nursing drug guide of your choice.

4. Course Content and Schedule

NURS 290 Nursing Practice, Praxis, and Seminar (7 weeks)

Each week there will be a combination of nursing practice and praxis seminar hours. This may vary from week to week to assist students in meeting the learning outcomes of the course. Praxis may occur in the clinical setting, at the College, or a combination of both. Seminar may also be delivered synchronously or asynchronously, and in person, online, or a combination of both.

All learning activities have been designed to assist learners in meeting and demonstrating the learning outcomes of the course. As such, regular attendance and participation is expected for all components: practice, praxis, and seminar.

5. Basis of Student Assessment (Weighting)

Assessments are based on the following:

1. Practice Appraisal Form
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 collaboratively and formally evaluated by their nursing practice instructor in a written format at mid-term and during the final week. Students are required to write a comprehensive self-evaluation of their progress, with examples, of how they are meeting the learning outcomes. This process must include areas for the individual student 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 Reflections
The intent of writing nursing practice reflections is to provide students with an opportunity to expand self-awareness as a professional and develop the skill of critical thinking by reflecting on nursing practice experiences. We encourage students to review the theoretical reflective writing frameworks discussed in N160 and in N111.

3. Research Assignments
Students will develop the ability to apply knowledge and skills gained in throughout second year and their opportunity to care for clients in the care facility. This includes the client's experience with a chronic health challenge, the family's experiences and comparing and validating narrative information from documented information (see D2L).

4. Learning Plans
Students will bring forward their own learning plan to facilitate their learning goals developed in 281. Learning plans will be reviewed and discussed during the practicum, during orientation, mid-term and at the end of the term (see D2L).

6. Grading System

☐   Standard Grading System (GPA)

☒   Competency Based Grading System (COM, DST, NC)

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

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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.