

# CLASS SYLLABUS



COURSE TITLE: NURS 290 – Consolidated Practice Experience  
CLASS SECTION:  
TERM: 2021S  
COURSE CREDITS: 3  
DELIVERY METHOD(S): Synchronous

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

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, WorkSafe BC, and the B.C. Government to ensure the health and wellbeing of students and employees, Camosun College is providing you with every possible protection to keep you safe. Our measures include COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. For details on these precautions please follow this link: <http://camosun.ca/covid19/faq/covid-fags-students.html>. However, if you're at all uncomfortable being on campus, please share your concerns with your Instructor. If needed, alternatives will be discussed.

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*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Pam Rogers  
EMAIL: [rogersp@camosun.ca](mailto:rogersp@camosun.ca)  
OFFICE: Email for appointment  
HOURS: Thursdays, 1200-1400

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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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.

PREREQUISITE(S): All of: C in BIOL 253, C in NURS 233, C in NURS 243, COM in NURS 281, C in PHIL 250 OR, C in HLTH 111, C in NURS 233, C in NURS 253, C in PHIL 250

#### COURSE LEARNING OUTCOMES / OBJECTIVES

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- 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 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 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, a decision making process, and clinical reasoning skills to gather information, plan, implement, and evaluate person-centered care across the lifespan.
- j) integrate and apply the Quality and Safety Education for Nurses (QSEN) competencies to promoting safe, patient-centred care.
- k) safely administer medications and evaluate effectiveness of medication administration utilizing basic principles of pharmacology.
- l) demonstrate safe and effective psychomotor skills while providing care.
- m) organize own workload and demonstrate abilities in time management to meet assigned responsibilities.
- n) assist patients and families to identify and access community resources in promoting health and wellbeing.
- o) apply knowledge of colonization, residential schooling, and the history of “Indian hospitals” when caring for Indigenous patients and families.
- p) document clearly and concisely according to agency guidelines and legal and moral responsibility.
- q) utilize teaching and learning theory, to address patient and family learning needs, and evaluate effectiveness of health education.
- r) utilize pertinent nursing and patient data using standardized terminologies to support clinical decision-making and quality improvement.
- s) critically reflect on nursing practice, clinical reasoning, and decision making.
- t) demonstrate awareness of scope of practice and question or seek assistance in the context of unclear or questionable directions.
- u) recognize and seek assistances as necessary to protect patient health and safety.
- v) identify, report and take action on actual and potential safety risks to patient, self, or others.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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- Austin, W., & Boyd, M. A. (2019). *Psychiatric & mental health nursing for Canadian practice* (4th ed.). Wolters Kluwer/Lippincott, Williams, & Wilkins.
- 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.). Wolters Kluwer/Lippincott, Williams, & Wilkins.
- Pikar, G.D., Pikar-Abernathy, A., Swart, B., Graham, H., & Swedish, M. (2018). *Dosage Calculations* (4th Cdn ed.). Nelson Education.
- 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.). Elsevier Canada.
- Perry, A., Potter, P., Ostendorf, W., & Cobbett, S. L. (2020). *Canadian clinical nursing skills and techniques*. Elsevier Canada.
- 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.

## STUDENT EVALUATION

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

Evaluation is based on:

1. Written Assignments
  - Reflective journals
  - Research Assignments
  - Learning plans
  - Data collection and time management tools
2. Clinical Performance based on Learning Outcomes-Practice Appraisal Forms (PAF)
  - Learners are directly observed and evaluated in the clinical setting
  - Observations and experiences from patients and nursing unit staff (indirect observation) are considered when assessing clinical competency
  - Written assignments may be used to assess for clinical competency

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

The overall grade for this course is non GPA, or a Competency Based Grading System. Students receive **Complete** (pass) or **Not Complete** (fail).

Grade	Description
COM	The student has met the goals, criteria or competencies established for this course, practicum of field placement.
DST	The student has met and exceeded, above and beyond expectations 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.

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

### **NURS 290 Nursing Practice/Praxis:** 24 hours/week for 6 weeks

Each week there will be a combination of nursing practice and praxis seminar hours for a total of 24 hours per week. There will be a minimum of one hour of praxis per week (23 hours nursing practice and 1 hour praxis) to a maximum of two hours of praxis per week (22 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.

### **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 CRNBC Standards
- Participate in patient simulation
- Present case studies
- Use reflective journaling

## CLASS GUIDELINES & EXPECTATIONS

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**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.

### Psychomotor Skills

Learners will not be allowed to perform skills in the clinical setting unless they have first satisfactorily demonstrated the skill in the lab setting.

## SCHOOL OR DEPARTMENTAL INFORMATION

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[BSN Student Handbook](#)

[HHS Student Handbook](#)

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>

Support Service	Website
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-370-3841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

**Changes to this Syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.