



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



NURS 380 Nursing in Crisis & Complexity
Fall 2020

COURSE OUTLINE

The course description is available on the web:
<http://camosun.ca/learn/calendar/current/web/nurs.html#nurs380>

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 combine knowledge gained from previous and concurrent courses, and past clinical experiences to demonstrate clinical competence with minimal guidance from clinical instructors and supervising registered nurses, in preparation for senior Consolidated Practice Experiences (CPEs). Placements are in the complex practice environment in the tertiary care setting, including medical and surgical cardiology, acute neurology, complex medicine and surgery; acute psychiatry, maternity, and pediatrics. Learners will practice under direct and indirect supervision. Learners are expected to complete weekly patient research assignments and critical reflections, incorporating theoretical knowledge, evidence-based or best practice, and personal clinical experience.

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

- a) Develop care plans by exploring and developing a range of possible alternatives and approaches for care with patients, family and other healthcare professionals.
- b) Display initiative, confidence, self-awareness, and collaborative, respectful interactions within the interprofessional healthcare team.
- c) Advocate for safe, appropriate, and ethical care for patients and their representatives, especially when they are unable to advocate for themselves.
- d) Use relational ethics and clinical reasoning to address situations of moral and ethical distress and dilemmas.
- e) Negotiate priorities of care with patients while demonstrating an awareness of the influence of existing positional power relationships.
- f) Use a knowledge base in the health sciences including pathophysiology, psychopathology, and pharmacology, to inform nursing practice.
- g) Provide nursing care that is informed by a variety of theories relevant to health and healing.
- h) Apply advanced sensitivity when caring for Indigenous patients by understanding how colonization and residential schooling have the potential to inform patients' experience of hospitalization.
- i) Provide nursing care to meet hospice, palliative, or end-of-life care needs (e.g., pain and symptom control; spiritual support; advocacy; and support for significant others) utilizing knowledge from nursing and other disciplines.
- j) Assist patients and their families to access, review, and evaluate information they retrieve using Information Communication Technologies (ICTs), using professional judgement.
- k) Modify and individualize patient care based on the emerging priorities of the health situation, in collaboration with patients, families, and other members of the interprofessional healthcare team.
- l) Anticipate potential health problems or issues and their consequences for patients in the context of acute, unstable, urgent, and complex situations.
- m) Recognize and seek immediate assistance in a rapidly changing situation that could affect patient health or safety (e.g., acute neurological event, perinatal crisis, mental health crisis, and trauma).
- n) Prioritize and provide timely nursing care and consult as necessary for any patient with co-morbidities, and a complex and rapidly changing health status.
- o) Establish person-centered goals through shared decision making, problem solving, and interprofessional conflict resolution.
- p) Contribute to team effectiveness with respectful communication and collaboration, demonstrating flexibility, and interprofessional team building abilities.
- q) Evaluate the practice environment and patient care team using Quality and Safety Education for Nurses (QSEN) competencies to promote safe, person-centered care.

3. Required Materials

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

Jarvis, C. (2014). *Physical examination and health assessment*, (2nd Cdn ed). Elsevier.

Paul, P., Day, R.A., & Williams, B. (2016). *Brunner & Suddarth's textbook of Canadian medical-surgical nursing* (3rd Cdn ed.). Wolters Kluwer.

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.

Pikar, G.D., Pikar-Abernathy, A., Swart, B., 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.

Recommended Reference Materials

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

Deglin, J., & Vallerand, A. (2013). *Davis's drug guide for nurses* (13th 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.

4. Course Content and Schedule

NURS 380 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)

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.

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.

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).

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

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	<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.